

Educational Supplement

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Break

The Taylor show on the road

Mr Tom Taylor is stumping the country in support of his report on school governors and managers.

This three-man band were on stage at Wolfson College, Oxford, last week at the invitation of the university's department of external studies.

A merry day was had, in such a local gathering undercurrents of local politics were unavoidable.

But it was self-congratulation tinged with a bitter and deliberate irony. Some of the Taylor-type moves have been reversed.

Even council officers, notably Brian Day, deputy chief education officer, had a go at the evils of corporate management in the county.

Headteachers to just the sort of time-wasting paper work he faces at county hall.

Such negative views got a caning from Councillor Olive Gibbs, "God protect us from the time when we're ruled by professionals".

Ho and Professor George Barron apparently discussed this doom watch view at length.

Mr Flower was also unsuccessful, he said (not from the platform) in getting his own formula for dealing with the dismissal of teachers written into the report, even though he consulted with the NUT about it.

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With the Queen's speech only about a month away there is not much time for consultations and for views on the report to crystallize.



Who did I confiscate it from? It's my own.

Racist swings

The Race Pack rises again. Five years ago Lawrence Stenhouse and his team, working on the Humanities Curriculum Project, fell out with the Schools Council over that section of the project materials designed to help teachers teach about race relations.

However, the Social Science Research Council stepped in with proposals to develop the work, allowing Stenhouse to carry on, but putting him under the tutelage of a high-powered steering committee chaired by Geoffrey Caston and including Jerome Bruner, Jocelyn Dennis, Lawrence and James Fortier.

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Talkshop

Most education conferences or seminars tend to be, as the Americans put it, "information rich, action poor".

However, pioneering predictions were misplaced. First, the working brief was a paper from Torsten Husén, professor of International Education in Stockholm.

Secondly, the growing crisis in secondary education produced by youth unemployment in some European countries 25 per cent of school leavers are jobless-gave the

discussion a sense of urgency and, more crucially, a situation?

By the end of the week the session had been repaired. It was to be seen how much the session had affected the participants.

They warmed to the subject, who politely requested more time. They laughed at Mr St John-Stevens' jokes and he had to commit the Committee to a further session.



Brimstone and treacle

It's a merciful concession to human frailty that the party conferences come one after another in short order.

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British teachers among poorest in Europe

by Stephen Cohen

British teachers are nearly the poorest paid in Europe. All the Common Market countries pay their most highly qualified teachers more than we do.

British good honours graduates are paid less than any European teachers including the Italians.

When it comes to purchasing power, an English primary school teacher would have to spend 69 per cent of his or her annual salary to buy a moderate-sized family car.

Details of the German research are published this week in the Journal of Educational Research.

Table with 4 columns: Country, Primary Starting Salary, Primary Final Salary, Secondary Starting Salary, Secondary Final Salary, Good honours Starting Salary, Good honours Final Salary.

Purchasing power of national salaries, using Germany as base line.



10 national pay rates into Deutschmarks and found that a primary teacher in Denmark started at 2,435 DM a month compared with 1,050 DM in England and Wales.

Swedish, German and Luxembourg primary staff all start at twice the salary of English and Welsh teachers.

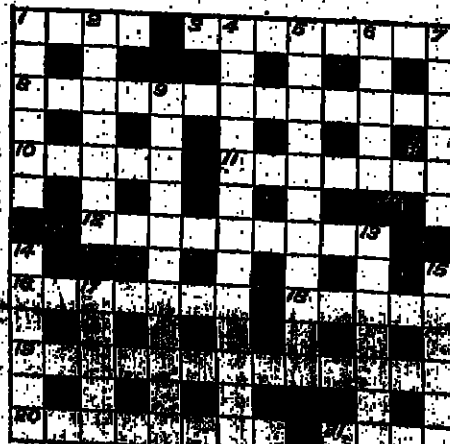
Graduate secondary school teachers in Luxembourg start at 2,533 DM a month and finish at 4,337 DM.

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continued on page 3

Crossword No 1,105



Across 1 Feathered newcomer (4) ... 2 Such hot cover (4) ... 3 Scene of the Olympic (6, 7) ... 10 Staff College school (6) ... 11 Leisurely play (6) ...

Down

1 The Opposition is frustrated if you do this (5) ... 2 Contemplated at being grounded? (7) ... 3 Not great but relatively distinguished (11) ... 4 The foreigner has a legal hold (5) ... 5 There were 111 Oct 25 (6) ... 6 Manuscript that gives the handwriting (11) ... 7 Most of the world's stock is held in (6) ... 8 The ... (6) ... 9 ... (6) ... 10 ... (6) ... 11 ... (6) ...

Bridge

A recent rubber game produced a place of devilish cunning by East to defeat an easy contract on the following deal:

He knew East had begun with six hearts to the A-Q-J, and a singleton club.

South won the trick with the ace of hearts, and then played the king of hearts to the ace. East won the trick with the king of hearts, and then played the queen of hearts to the ace. South won the trick with the ace of hearts, and then played the king of hearts to the ace.

N-S bid uneventfully to 3NT and declarer won the contract.

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Right to choose

New laws are to be introduced to give parents the right to choose schools for their children. But local education authorities will have a say in whether the parents' choice is to be followed.

Back to Basics

A look at developments in educational computing page 23

Is reform possible?

"Something dramatic and concrete must be done", says Torsten Husén on what he sees as the secondary school crisis. Continuing Croal talks to the influential Swedish researcher on international educational achievement page 14

Legalizing Taylor

Mrs Williams says she will lose no time in legalizing teachers' rights to an important say in the government of schools, a recommendation of the Taylor committee. page 5

Education 2000

Robin Hodgkin offers a blueprint for radical change page 14

Book prices

Paper, print, binding, royalty, discount—but there's still more to take into account. Noel Hughes looks at the current state of affairs in the book trade with reference to the new Commission Regulations 1977 page 17

No comment

"Except where the context otherwise requires, any reference in these Regulations to a Regulation is a reference to a Regulation in the Regulations and any reference to a paragraph is a reference to a paragraph of the Regulations." Extract from the Commission Regulations 1977 page 17





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### Taylor moves on

Mrs Williams has moved quickly to welcome the Taylor Report. She hopes to introduce a Bill in the coming session to change the composition of governing bodies, and give herself power by regulation to redefine their powers and responsibilities.

The change in composition of governing bodies is likely to arouse much controversy. The idea of redefining powers. The idea of leaving the powers to be determined by the Secretary of State by order is hardly likely to appeal to the teachers' unions or many M.P.s. Mrs Williams wants to put teacher, parent and community representatives on governing bodies as of right, but is not surprisingly keen about removing the existing rights of some subordinate local authorities.

There are many reasons why the teachers are dubious about the extension of governors' powers, but the most formidable opposition comes from the local authority associations. Speaking at Brighton last week Mrs Williams made a knockabout attack on Conservative authorities from Kent to Humberside who, as she thought, abused powers by packing governing bodies with their own supporters. This, of course, is what in different times and seasons Labour authorities have been ready to do also.

If governors are going to have real power—as Taylor clearly wants them to—then the politicians are going to want to control them. Already in London, where parents are now electing governors, steps are being taken to make sure that party supporters are nominated in canvassing is taking place on party lines.

At the Conservative Committee, put in a letter to *The Guardian* last week with a certain disquiet, Mrs Williams is concerned as most local authorities to ensure that a

majority in these bodies is in favour of county council policies.

There is no point in being shocked at the bias of such majorities and about the execution of policies. No politician deliberately devises opposition for himself: to orchestrate alternative views for the purpose of consultation is one thing; for the execution of policy another.

Taylor has come at crucial time. Numbers in primary schools are falling fast and as schools contract, both at primary and secondary level, local authorities are going to have to make hard decisions about school closures and consolidation of resources in fewer schools. The recent DES circular on school closures recognized this and promised support to I.E.S.s.

This is part of the psycho-pathology of education that governing bodies will always fight against closure and put every available obstacle in the way of local authority policies which affect their own school adversely. This is true now even if governing bodies which are filled by patronage. If, instead, they were more broadly representative (admirable in itself) and more powerful, they would almost certainly be even more successful in preventing rationalization in a contracting education service.

Mrs Williams clearly believes in the merits of the Taylor proposals and her political instincts tell her that the opposition of teachers' unions and local authority associations will do her no harm if they enable her to come out in shining armour as the people's friend. But she has not yet made up her mind on some of the key issues on which important discussions will now take place and the reception of the Taylor proposals generally has been lukewarm, though some have been over-enthusiastic in their approval, and therefore political, appeal.

### Parents v planners

Although the new consultative document on schools admissions policy (page 3) appears at first sight to reflect Mrs Shirley Williams' undoubted commitment to increased parent power, it was influenced rather more by the long shadow of the Tameside judgment.

The most substantial difference between the new document and the draft circular issued in April last year on the same subject, which it now replaces, is that this one looks ahead to new legislation; it is no longer just a question of updating the 1950 *Admission of Pupils to Schools Act*.

Since April, 1976, it has become apparent that the law on admissions is in a mess. The Law Lords' judgment backing Tameside against the Secretary of State on the interpretation of unreasonable behaviour has meant that the DES could no longer rely on the force of Section 58. It was under this section of the 1944 Education Act that the well-behaved parent would usually appeal on any dispute with the school, because the clause directly relating to parental choice—section 76—is plainly defective.

Although strengthened by the Tameside decision, the law has been on the whole soundly interpreted, so that their powers are being restricted by the way in which Section 58 (admission orders) is being used. A parent well-informed and able to go through the process of admission orders and appeals and even to win a court case, can usually win in the end—whether or not it is a good case—as the appeal tribunal and other bodies of the law are probably their own side.

It is to find a way out of this almost fatal impasse that the new proposals are being introduced. If any educational legislation can be squeezed into the next Parliament, a new *Admission of Pupils to Schools Act* will also bring in some Taylor proposals, which will be better than a sliding-scale system.

There will be amendments to Sections 58 and 76, and, almost, will be

new sections designed to put in a coherent and explicit way the rights and obligations of parents, I.E.S.s and the DES, so that they will no longer have to be inferred from different bits of the Act. Section 58 will be dead as far as parents' appeals are concerned.

Although the aim of much of this is to make parents rights on school admissions clearer, formal and well-known (which is probably the greatest service that can be done for parents) this will not make the proposed Bill into a parents' charter.

It will be a mixed package, with something in it for everybody; and what the I.E.S.s will get out of it might well be thought to have every reason to be pleased with. Some of the proposals will be: to give parents more choice when emptying schools have spare capacity has to be abruptly scotched.

The idea that policy and planning on school places for parents ahead might be determined solely by parental choice (almost a voucher system) has become a nightmare for many people, and it is probably not surprising that the I.E.S.s are so keen to see it restricted by the way in which Section 58 (admission orders) is being used. A parent well-informed and able to go through the process of admission orders and appeals and even to win a court case, can usually win in the end—whether or not it is a good case—as the appeal tribunal and other bodies of the law are probably their own side.

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## Patience rewarded

Tom Marjoram, HMI  
head of the  
Assessment of  
Performance  
Unit, on his  
team's progress  
so far

Last October my colleague, B. W. Key, first head of the Assessment of Performance Unit, described what the unit had achieved in its first two years. His article was called "Justified Impatience". The considerable potential energy by then generated has since turned kinetic, produced a lot of activity, and carried the work of the unit a good deal further. By Easter came to develop test instruments and prepare for nationwide monitoring of language and mathematics at 11 and 15 had been placed at the National Foundation for Educational Research and research and development teams of four in each case, had been appointed to carry out the work for the unit under the guidance of the respective working groups.

The maths team, led by D. Foxman is already field-testing and developing some existing items, and developing others. The items are grouped together in different categories according to curriculum category and content skills, subject content, and type. The content area spans geometry, measures, number, algebra, probability and statistics while the "activities" include the most important concepts, skills and applications in these areas.

Monitoring of 11-year-olds in primary or middle schools using the material will begin next May; 15-year-olds will be tested in the following November. Out of (roughly) 700,000 age group, about 12,000 pupils will be tested. For primary children the tests will last about 40 minutes; secondary pupils' tests will not last more than a double period.

Each primary test will contain about 50 items and in every school chosen roughly one-third of the age group will be tested. Not all will take identical tests and the items in any one test will be chosen from only three or four categories in the item bank.

Thus no assessment of individual pupils or individual schools is possible and the chance of bias or effects upon the school curriculum will be low indeed. However, aggregation of all the 11-year-olds' test results, the unit should be able to display a far more accurate mathematical performance in England than has ever existed. This, up to the practical tests it will also be possible to indicate how pupils perform under these conditions compared with performance in pencil and paper tests.

The maths team is also developing instruments to assess power of generalization and proof, capacity for investigation and "creative" thought, and attitudes towards and about the subject, but some of these may not be ready for use before 1979.

The language team, headed by Dr T. Gorenau, hopes to conduct its survey in 1979. This will be concerned mainly with aspects of reading and reading comprehension with writing. Writing tasks will include personal responses to pictures, music, poetry and similar material, autobiographical narratives, and, in some cases, formal accounts of reports and descriptive expositions, and so on. A variety of such pieces—some taken from the pupil's ordinary current class or homework—will probably be chosen for this assessment.

Last July the coordinators and consultative committees extended to include monitoring of the first modern foreign language—French, German or Spanish. Tests of listening comprehension, oral production, reading comprehension and writing at various levels may be included.

In reporting the results of an experiment the unit will have to take account of many different groups of readership. Naturally, first surveys are bound to be mental and the testing and marking methodology will limit the light of experience. However, current thinking is that some of the situation in, say, language maths; others may also be tested in the more technical, statistical aspects of the monitoring programme.

The reports must describe working groups thinking process-content areas covered in the monitoring in the various examples of the items and assessment procedures used.

The sample also will be used to develop, for later use, means of assessing listening comprehension and spoken language. A science project to develop assessment instruments and monitor performance in science at 11, 13 and 15, has also been set up. The University of Leeds and Chelsea College are carrying out the work jointly, Chelsea concentrating on the test and monitoring at 11 and 13, while Leeds develops the 15-year-old tests and carries out all the item banking and computer processing required for the whole exercise.

Science is seen in the Assessment of Performance Unit as a subject in mathematics and language, as a product not just of science lessons but of many other areas of the curriculum. Thus the project teams will focus their range of test instruments upon the processes or skills of observation, selection, problem-solving, explanation (or hypothesis-constructing), practical skill, experimentation, communication, application and "open-mindedness".

Last October an exploratory working group on personal and social development had just been set up. This, like all the other working groups, consists of people from primary and secondary schools, colleges of education, local education authorities, advisory services and the university. It has spent the last year clearing the ground and interpreting the difficult task and terms of reference.

Two new exploratory groups in aesthetic and physical development were also set up last term. Each is considering the contribution of the wider curriculum to these aspects of growth. Thus the aesthetics group will seek to show that the aesthetic growth of the child is not only a fine art, but also an experience in music, drama and other curricular areas as well.

Similarly, physical growth and development is a product not solely of physical education, dance and games, but is also an outcome of all activity and specific muscular and sensory skills required in craft, music, science and other subject areas.

It must be emphasized that the Assessment of Performance Unit activities and ideas described in this article are all in transitional form. The unit is well resourced and free—indeed encouraged—to test and take the best advice and advice available. Strong links with the United States, Australia, Canada, Asia and the rest of Europe exist.

Last, but not least, developments between unit teams and others of those whose work is monitored, about the bases of tests, the plotting of items and tests themselves, should be encouraged. It is a map from which to plan the way ahead, wherever that may be.

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### Letter to the Editor

#### Persuasion by indoctrination

Sir, Professor Wrigley writes about "the cumbersome structure" of Schools Councils (September 30) and asks what role does the council play in the accountability of the school.

Few are more qualified by experience to answer the question than Professor Wrigley himself for he has worked with the council in its capacity to reflect on the experience of the school. The short-term second-year teachers although most are outsiders who seek to understand the council by getting to know its members.

But accountability? For that to reach beyond the ranks of teachers would demand a process much more open and far less subtle.

D. ERIC WRIGHT,  
57 Tappin Road,  
Birmingham.

great many of Great Portland Street is in the hands of British tradition of persuasion by indoctrination.

The organization absorbs, masticates and digests the individual with the cloying weight of pseudo-Service procedures. It isolates the staff from the committee members by applying the players and gentle techniques although most are outsiders who seek to understand the council by getting to know its members.

But accountability? For that to reach beyond the ranks of teachers would demand a process much more open and far less subtle.

D. ERIC WRIGHT,  
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be positively subterranean. To serve the council is an experience which the pleasure is only made to endure. Frustration one has to know very few who have not enjoyed the experience and none who failed to benefit professionally from it.

But accountability? For that to reach beyond the ranks of teachers would demand a process much more open and far less subtle.

D. ERIC WRIGHT,  
57 Tappin Road,  
Birmingham.

### Conservative Party conference, Blackpool

## Discipline and direct grants dominate Tory blue heaven...

by Lucy Hodges

The Conservatives delighted their party faithful at Blackpool this week by pledging themselves to "reintroduce" national standards of reading, writing and arithmetic, and to restore direct grant schools.

Speaker after speaker deplored declining standards in discipline, literacy and numeracy and attacked the "trends" or "do-gooders" who had introduced mixed ability teaching and experimentation into the classroom.

This did not mean that the Conservatives would back the restoration of grammar schools at the expense of the comprehensive system. Mr Norman St John Stevas told the conference.

Local authorities which still possessed grammar schools should "hang on to them—help is coming." But a Conservative government could not bring back grammar schools regardless of the disruption caused to the education system.

He repeated his pledge to repeal the 11-plus. He said that the Government would not be imposing comprehensive schools and that direct grant schools would be introduced in a new form. There would be an assisted places scheme for parents of modest means.

The motion before the conference called not only for national standards of reading, writing and arithmetic but for more emphasis in teacher training on literacy, numeracy and the maintenance of discipline. Resources, it said, should be concentrated in existing schools.

Introducing the education motion, which was approved by all but four of the 1,000 delegates, Mr David Mercer, Swansea West, said all the evidence pointed to declining standards. The survey by the National Association of Schoolmasters showed standards had gone down in Wales nearly one third of pupils left school with no exam qualification, compared to one fifth in England.

Another pupil, Mr Ian Lynch, from Beziey and Sidcot, explained how standards could be improved. "The way to raise standards is to have some people who are demonstrably above average people who are setting the pace—in other words, the people who go to grammar schools, who are going to turn out to be outstanding scientists, captains of industry."

Some speakers made a deliberate attempt to woo teachers. Mr Philip Boddy, from Mr William Roberts, of the Conservative National Advisory Committee on Education, said the party should give teachers more support. "I would like to meet all M.P.s and prospective candidates pledge themselves to hold meet-the-teachers evening in their constituencies before the general election."

Summing up, Mr St John Stevas condemned selection at 11-plus while in the same breath, criticising the Labour Government.

"We have seen from the violent reaction of Mrs Williams and Mr Callaghan how much they fear our proposals," he said. Let me lay to rest the false and malicious accusations that we intend to bring back the 11-plus. Of course we reject any such course. What we favour is a continuing selection and a varied choice in order to guide parents with children at 11, 12, 13 and 14."

Conservatives must devote much of their effort to improving the performance of comprehensive schools. The party's platform character for all comprehensives was:

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## Government drafts law to safeguard parental choice

New legislation to give parents the right to choose schools for their children is to be introduced in Parliament by Mrs Shirley Williams, the Education Secretary.

A draft circular on the subject issued last year has been scrapped. Instead, teachers' union, local authorities and other organizations are being asked to comment on four points which she intends to use as the basis for a new law.

Mrs Williams wants parents to be able to express preference for particular schools. She wants local authorities to tell them of arrangements made for admissions and to take into account the wishes regarding single-sex or denominational schools. Appeals procedures against allocation will have to be clearly set out and widely known.

Local authorities must plan the "operating capacity" of their schools and refuse places if they are full.

Mrs Williams intends to retain the right of appeal to the Education Secretary. She has made it clear that parents should have an "unambiguous right" to bring cases before her.

About 1,000 cases a year are brought to the department by aggrieved parents. The local government ombudsmen also deal with

hundreds of cases where parents allege maladministration or injustice.

The new law should end the complicated process which parents have now to go through to secure the school of their choice. If they are dissatisfied they keep their child away until the local authority warns them that they will face legal proceedings.

Parents are then given the chance to name a school and under Section 37 of the 1944 Education Act, the local authority has to appeal to the Education Secretary if it disagrees with their choice. The 1944 Act thus puts considerable power in the hands of parents who are prepared to keep their children at home and who know how the system works.

It is not known if the proposed legislation would make it more difficult for children to get to schools of their choice. But by allowing local authorities to determine the "operating capacity" of schools it would seem that a firm line is to be drawn to protect authorities which refuse places on the grounds that schools are full. In the past, schools have had to admit the extra one or two children after the Education Secretary has come down on the side of the parents.

### Britons among poorest in Europe

Continued from page 1

are badly paid in comparison with most other European teachers.

"Few European teachers would accept a lower standard of living by seeking work in our schools," Mr Bernard Wakefield, NASS-UTW assistant general secretary, said in the article, says: "These comparisons are not pleasant."

The likelihood of United Kingdom teachers being able to work in other EEC countries depends on the number of European teachers wishing to work in British schools, he says. "There is no doubt at all that teachers in England and Wales

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...dole queues and punk rock their hell

Blood curdling scenarios of what could happen if nothing were done about the youth unemployment problem were painted at a left wing fringe meeting of the Conservative Party conference in Blackpool in Tuesday.

In the past, very high levels of unemployment have been followed by war, said Mr Chris Brooks, director of Youthaid, a pressure group that was set up earlier this year. "This is not a way to manage unemployment," he told a meeting organised by the Tory Reform Group.

Mr Nicholas Scott, left-wing Tory MP for Chelsea, and deputy chairman of Youthaid, said that if the country was going to have 1,500,000 unemployed it would be a real threat to football hooliganism, or punk rock.

He spoke out a new approach to education and training whereby young people would be taught the skills of literacy and numeracy in their last year of school, and given enough information about jobs and industry to be able to make a proper choice about what they were going to do.

Mrs Shirley Williams, the Education Secretary, said that she was similar multi-choice vocational training scheme, said Mr Scott. At the moment, our education system was unrepresentative and unimaginative with the most able educated to beyond the age of 20 and the last able leaving school at 16.

The results of raising the school leaving age had been disappointing. The last year at school was being wasted. It was becoming young people who were not being educated, but who were being educated in ways in which they were going to have to do things.

There should be more emphasis on expanding the construction industry and on helping "small businesses" to produce jobs for young people.

Mr Brooks, of Youthaid, said that 100,000 or so young people out of work were not registered as unemployed. He said that a similar group of highly disadvantaged and alienated young people. They should be tracked down.

"Children leaving school without qualifications is a scandal we cannot allow to go on." What was needed was a national scheme for school-leavers in which they would be attached to a school in their last year, but not necessarily educated in it.

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£2,500 would be cashed at a university or college at fees and the rest would cover maintenance.

JOHN GRAY, president of the National Union of Teachers, warned this week that threats to educational standards from financial cut-backs would be met with industrial action.

Local authorities get down to budgeting for next year they must take heed of this warning. Teachers and parents will not stand for further cut-backs in education.

SHIRLEY WILLIAMS, Education Secretary, said last week that she was "set to discover" that local authorities had spent less on libraries in the past two years than had been allowed for in the rate support grant.

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This week: political training for young people • work experience • TUC "shopping list"

# DES asked for £50,000 to boost political awareness

by Mark Jackson

The Department of Education and Science is expected today to receive a formal request for the money to launch a new programme to make the country's teenagers more politically aware. Officials are prepared to rush the proposal through — it is approved — into the department's budget proposals, about to go to the Treasury.

The request, for an initial annual grant of around £50,000 for the British Youth Council, is likely to be granted. The council's plan has the backing of education ministers and of the Prime Minister himself. Mr Callaghan, deeply worried about the increasing alienation of young people from the political parties, has become convinced that serious work must be done to involve them actively in the running of a variety of the country's democratic organisations — from the youth movement itself to trade unions and local authorities. The youth council, which includes most of the youth wings of the political parties as well as the major national youth and student bodies, has persuaded him that given the money, it can provide the training and motivation which youngsters, particularly the most disadvantaged, need.

# DES is blamed for weakness in work experience

Some of the weaknesses in the school work experience scheme can be traced to a Labour education secretary's failure to take trade union advice, say the TUC. The minister in question was the Right Honourable Reg Prentice, MP.

The TUC's education committee decided this week to cite DES in its evidence to the management review currently being carried out in the DES.

Mr Roy Jackson, TUC education secretary, said this week that although his organization gave full and careful advice in response to the routine consultative circulars his views appeared "not to have been reflected at all" in the guidance issued to L.E.s.

NEITHER SPECIFIC grants nor educational maintenance allowances which on the TUC's shopping list given a "more powerful" structure so that it can effectively administer a system of specific grants such as the TUC is demanding; that it should equip itself to take as big a role in the education of young workers as it already does in its more traditional interests; and that it look beyond Oxbridge more than at present for its senior management material.

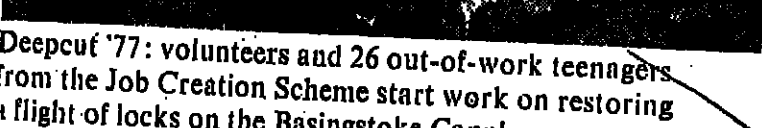
# Half million meals not claimed says group

by Mark Vaughan

Children eligible for free meals but not receiving them number half a million, says the Child Poverty Action Group.

In a joint statement with CPAG, the Education Secretary Mr Jenkins said that the government would do its utmost to help poor children.

Mr Frank Field, CPAG, said about £35m of grant money was being paid because parents were not claiming enough for their child to a free meal.



Deepcut '77: volunteers and 26 out-of-work teenagers from the Job Creation Scheme start work on restoring a flight of locks on the Basingstoke Canal.

# Mrs Williams backs new-look managers

by Bert Lodge

Mrs Shirley Williams, the Education Secretary, has accepted the Taylor Committee recommendation that representatives of four groups, one of them teachers, should make up boards of governors.

Three—the local education authority, teachers and parents—are enough, it says. The local community could be represented by the L.E.A.

The National Association of Schoolmasters-Union of Women Teachers has welcomed a forum for parents. But management, it believes, should come down from the L.E.A.s which, after all, are the paymasters.

Other recommendations from Taylor on which the Education Secretary is inviting views are that councils should no longer have the right to appoint managers of primary schools, and that the minimum age for a governor should be 16.

# Students fight for political newcomers

by Lucy Hodges

Student politicians of Left and Right are starting the academic year with what they claimed are the biggest recruiting campaigns they have ever mounted.

The Federation of Conservative Students and the National Organisation of Labour Students are confident they will attract thousands more students to their ranks in the coming year. The federation already claims a membership of 16,000. The Labour organization has 5,000.

# Report slams disjointed approach to under-fives

by Lucy Hodges

The future of central and local government to coordinate services for the under-fives is criticized in a report published this week by the local authority associations.

Entitled *Under Fives*, the report calls for coordinating committees to be set up by local authorities to bring together the work of education and social services departments.

# Tory resigns in jobs row

by Lucy Hodges

Mr Leslie Bowles, Tory chairman of Bedfordshire Education Committee, has resigned because of cuts in education spending which he said, could affect the jobs of up to 350 teachers.

Mr Bowles, who has been active in local government for 30 years, said this week: "I had given my undertaking to the teaching profession that I would never be a party to anything which resulted in redundancies."

# Probe starts into 'hidden' training cuts

by Lucy Hodges

A Department of Education and Science investigation began this week into suggestions that the Government is making hidden cuts in the teacher training numbers.

The National Association of Teachers in Further and Higher Education became concerned after several colleges and local authorities noted discrepancies between the intake figures for 1978 and the global total of students.

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**PERSONAL COLUMN**

Gerry Fowler

**Brighton's best**

Brighton is a delightful, but not totally appropriate venue for the Labour Party Conference. Frilly would not have approved. The gaiety is too vulgar, and the high seriousness repugnant to Regency taste—at least if we neglect the remote parts of the realm to make Britain the most successful country of the nineteenth century. The notion that wealth-creating industries were the foundation of the good life might in 1800 have won favour in Leeds, or Manchester, or Nottingham, but scarcely in Brighton.

The official attitude of the Labour Party is now that wealth-creation is the key, to the good life, then to the satisfying and contributive life. The distinction is important. Jack Jones has denounced the excessively good living of the leaders of the party. Dennis Skinner has proclaimed the desire of many of his Parliamentary colleagues to seek a move from the House of Commons to the House of Peers, and everyone has joined in condemnation of those capitalist companies who neglect their constituencies.

We may here leave aside the quality of the evidence on which such charges are based. That is the exact opposite of the party. But what life, which is the one true goal of the party, is it that we are to have? One of them being good insulation, a delegate maintaining that a consequence of the capitalist system who could doubt the truth of this?

Nursery education was, of course, a major element in achieving the goal to the rostrum in the education development was essential to the creation of equality of opportunity between the classes. But the argument in support of this position showed an interesting dichotomy.

Some delegates maintained, on the basis of the theories of Froebel and Montessori, that early childhood was the formative years, the investment in education for the nursery age-group was the most

productive of all in negating differences of background and wealth. That was an attractive proposition. Its weakness is that transatlantic experience shows that general or non-discriminatory programmes of pre-school education do little to reduce later differences in achievement related to class, ethnic, and home background.

In my view, those who advanced such arguments, enjoy as they were with the perceived future of central and local government to develop nursery education, were far less radical than they should have been. If the object of the exercise is to achieve greater equality of achievement, then pre-school programmes must be positively discriminatory, accommodating primarily children from disadvantaged homes. A call for a more radical approach to education is not a call for a more radical approach to education.

These speakers were at least arguing about education. There were others who were concerned mainly about the release of mothers for employment. They spoke indiscriminately of nursery education, play-groups, and creches.

That takes us back to wealth-creation and to the satisfying life. We must ask the question, satisfying for whom? I have every sympathy with the argument that mothers should be freed for work provided that the objective is the greater family prosperity and contentment, or from the head-start in life nursery education gives us.

If the views of the conference on this issue were not crystal clear, some of the contributions to the discussion of the motion on post-

school education show that a beam through the misty way the policies of successive governments.

At last a national political plan of educational policy that education and training in two logically and practically active activities, the first being DES and the L.E.A.s and the second to the Department of Employment.

The second principle is that education is not necessarily an activity undertaken only to working life. Retraining and education for many, if not all, are essential to the enjoyment of greater leisure. Not only do disadvantaged adults (for example, illiterate) have a right to skills essential to the satisfaction of their productive life, but people too must be given the opportunity of knowledge enabling them to adapt in later life to the demands of technology.

These fundamental principles of education are the basis of the Labour Party's educational policy. It is not necessary to restate them, but they are the basis of the Labour Party's educational policy.

The resulting extra £1m in the council's balance was a "jolly nice short-term bonus" according to Brigadier Streetfield, "but we have to be careful what we use it on."

"I don't believe the county council will spend any of it to raise permanently the number of teachers. It's put it back into buying teachers and about the object of cutting spending."

Brigadier Streetfield's words will not satisfy the teachers' union which have been imposing sanctions against the authority to force it to improve its staffing ratios.

The National Union of Teachers has urged the county to "keep pupils and not let the golden opportunity" to improve education pass by.

Mr John Thomson, vice-chairman of the education committee, explained how the saving had come

about. "We were told to claw back last July because our budget totalled more than the Government allowed. When the accounts were completed it was found we had saved £1m more than we thought."

The saving has been transferred to this year's budget, which started off with a balance of £2.9m. This has now been increased to £3.9m.

The county was advised earlier by the Department of the Environment to plan for a balance of £4.7m or 5 per cent of its budget. In fact Oxfordshire estimated a £5.6m deficit, but spent £2.7m of it in the last financial year.

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Stephen Cohen reports from Brighton on the Labour Party conference

# Mrs Williams slaps down the Tory 'Heavenly twins'

The Labour Party's education debate was brought to life last week when Mrs Shirley Williams, the Education Secretary, attacked the Tory heavenly twins—Mr Norman St John-Stevas and Dr Rhodes Boyson—for proposing to bring back the 11-plus.

Winding up the party conference debate on two education motions, Mrs Williams said the Conservative education spokesman had proposed to reintroduce selection to fill direct grant schools, which would also be brought back if a Conservative government was elected.

"We would be back to the 11-plus with a vengeance", she said. Taxpayers' money would go to subsidise many families who were among the most privileged groups anyway. Comprehensive schools would be created of their most able pupils, and the best comprehensive schools would be offered the chance of becoming direct grant. This would be the end of everything Labour had achieved.

"It is one of the most cynical interpretations of parental choice one could have—choice for the few, and what is left over for the many."

The "heavenly twins" had their best of "attendant angels waiting in the wings". These were the Tory school managers and governors who did not share their political viewpoint. First-rate governors and others who had given years of distinguished service were being bounced off committees from Kent to Humberside.

Labour would move to reform the managerial system of the wider community could be genuinely involved while also recognising the special contribution that only teachers could make.

One of the strongest reasons for keeping a Labour Government in office is to prevent the clock being turned back to the 1930s with Mr St John-Stevas or the 1890s with Dr Boyson.

Mrs Williams earlier spoke out the Government's achievements in education. In 1965 only 8.5 per cent of children were in comprehensive schools. Now there were 79.5 per cent. She had written to the 34 local authorities which had failed to start on comprehensive reorganisation or had left some schools out of their plans. Almost all had submitted proposals or were about to do so.

Statistics based, for example, on lack of money would be looked at with a sceptical eye. In the next year or two there was going to be an additional building programme

for authorities who wanted to go comprehensive.

In 1974 a survey showed that 26 per cent of children under five had working mothers. Last year there had been an "encouraging growth" of 16 per cent in the number of children attending nursery schools. But this was offset by a decline in the number of four-year-olds entering primary schools.

The current nursery building programme was worth £3.5m but only one of 40 local authorities had shown interest in accepting money. She urged delegates to make their feelings on nursery education known in their town and county halls.

It was not enough to provide a nursery place, for a working mother. Day care for eight or nine hours was needed. She was working with Dr Harold Evans of the Department of Health and Social Security to bring together the provision for under-fives in a system of mutual support.

Mrs Williams said her "constant reiteration" of the need for an element of specific grant for some education services, not shared by the local authorities.

She repeated the Prime Minister's forecast, made earlier last week, that every school leaver would have a job, a training place or the chance of further education from April 1, 1979.

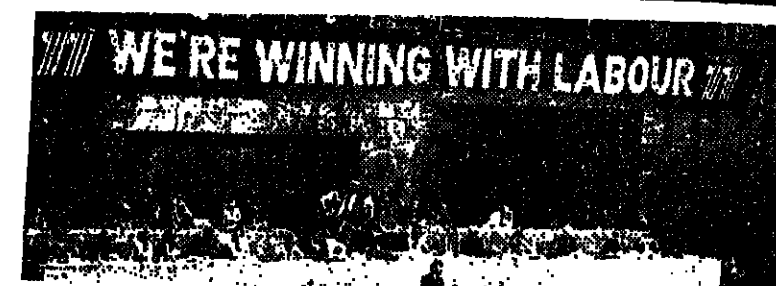
The forthcoming capital programme for further education would be one of the biggest in recent years, said Mrs Williams. The future of the adult literacy resources agency was still under consideration. It was not true that the Government was reducing its support after its current grant.

The Education Secretary announced that the "first of a major set of new initiatives on education for an industrial democracy" would be out soon. This is believed to refer to government grants for trade unions to run courses for their branch secretaries and activists.

She praised Sheffield, Haringey and Liverpool for providing courses for unemployed school leavers and commended delegates to publicise the fact that "unless young people can now draw supplementary pay in three days it would be impossible to accept the two education motions on the agenda which were concerned with further and pre-school education."

Mr David Robinson (Socialist Educational Association) opened the debate on the first motion which called for a complete review of the education system for the over-16s programme under one department of state.

The aim was improved education, training and re-training for the post-school age group and a higher



Mrs Williams: "achievements"

David Robinson

priority for adult education. There had to be equality for young people and between the generations. Working people should have the right to paid educational leave.

The Government should insist that colleges, universities and local authorities discriminate in favour of the disadvantaged in admitting students and also give more second-chance opportunities.

The new National Advisory Council should be given funds to extend its role to development and initiation in addition to its advisory function.

Labour's educational thinking had not progressed beyond the school system, said Mr Robinson. "We've forgotten that the vast majority leave schools at the statutory leaving age and sever their connections with education for all time." This meant that selection was now taking place at 16-plus.

Maggie Collins (Harrow East) moved the second resolution, which sought legislation to make local authorities provide nursery places in accordance with local needs.

Less than 12 per cent of three and four-year-olds were in state nursery classes, she said. The struggle for equality began in the cradle, and if children were left behind in their earliest years, the cards would always be stacked against them.

The need was greatest for families from deprived homes, for family grant children who needed to learn English before starting primary classes.

Nursery education should be in the forefront of budgets, programmes. The teachers and buildings were there and the opportunity to reduce the idle queues and fill empty schools should not be lost.

As we go to allow the Tory put buildings on the market for private profit? The force of legislation was needed to push "residual" Tory councils to provide nursery education.

Mr Ray Martin, president of the Tobacco Workers' Union, said allocations for nurseries had been cut from £34m in 1976 to a projected £6m in 1980. France, Belgium and Italy had places for 50 per cent of

## Plea to have power back to the cities

The conference was whelmingly to return education to major cities and Nottingham. The powers to the last reorganisation of the Government.

Mr John Curwright, Woolwich East, backing on behalf of the national, advocated "devolving power to the people. Services of day concern to local people to be administered as far as possible in remote county halls."

"The restoration of the powers to the Big Nine former boroughs is a first step towards more simple, sensitive and genuinely local and accountable local government."

But he warned that any reorganisation was not to be a case of the NEC would be with another statement on next year.

The resolution passed by the conference claimed that the organization of non-metropolitan districts was "detrimental to urban areas". It urged the Government to increase the powers of the largest unitary district councils, with a view to their merging education and social services.

Mr Bernard Goddard (Vale) told delegates "disillusionment with the present local government set-up. We are now paying less services than before. The role of committees has extended and the people's representatives reduced."

A note of caution came from Neil Davies, local government, who said that the present safeguards for local workers in any reorgan-

## Public schools escape from firing line

Private schools did not figure in the education debate. A resolution which deplored the Government's failure to widen relief and charitable status to public schools did not reach the agenda.

Halesowen and Stourbridge (Stourbridge) and Epsom and Ewell, wanted to see the Government reduce legislation to withdraw local benefits which followed charity status. This was the Labour's manifesto for the 1974 election and was seen as a first step towards phasing out paying schools.

The motion, if it had been debated, would have also called for an end to the practice of county councils which were subsidising places in private schools.

Both resolutions were carried overwhelmingly.

# Selection coming back-Boyson

Return of selection, a core curriculum, regular exams and freedom for local authorities to plan their own education system were demanded by Dr Rhodes Boyson, deputy Conservative education spokesman, at the weekend.

Selection was coming back and the Labour Party could do nothing about it, he told a conference of the National Council for Educational Standards in London. The 1976 Education Act must be repealed.

"We must say to every authority 'You really are free to do what you wish'. There could be genuine conferences of parents, teachers and the authorities in each area and they could come back and tell us what they are going to do."

"There would be no consultative documents and no green papers disappearing into the sun. Let us find a way of removing incompetent teachers and by the voucher or other means of increasing parental choice."

There should be regular exams for pupils at seven, 11 and 14 and a core curriculum. "Let us also find a way of removing incompetent teachers and by the voucher or other means of increasing parental choice."

Labour doctrine prejudice was destroying Britain's grammar schools. The United States was developing schools to improve their educational standards. The recent Green Paper

# CSE report 'inconclusive'

Six years of research has failed to produce any convincing evidence on whether the standards of mode 1 and mode 3 CSE are different.

Part of a £90,000 research contract given to the National Foundation for Educational Research by the Schools Council in 1971 was allocated for comparison of the different modes of assessment. A report on this published yesterday says boards do a great deal to try to ensure comparability. Whether they are successful is not certain.

The researchers looked at the two regional exam boards that do most mode 3 work and compared standards of both mode 1 and 3 in two subjects, biology and geography. In their conclusions the researchers are studiously tentative. One board "appeared" to be grading its mode 3 biology about half a grade more leniently than mode 1. The other board seemed to have got its standards about right.

In geography, one board "appeared" to be grading its mode 1 leniently and the other more severely, though both appeared to have their mode 3 standards about right.

The method used in the comparison was similar to that used by Dr Alan Wilmut in another part of this work which gave rise to the controversial report appearing to show that GCE O level standards were falling. It relied on comparisons between the grades awarded and the culture of students judged according to a separate "reference" test.

Perhaps the most remarkable finding in the report is that there are very large differences in the grading standards of individual schools. The difference between the most severe and the most lenient appeared to be more than twice as large as the difference between the grades awarded and the culture of students judged according to a separate "reference" test.

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The Green Paper admitted there was a case for concern but shrank from providing the correctives, like national tests and the same kind of curriculum throughout the country.

Reading was the number one priority and this was the only primary school in the country where there was a guarantee that children would start their reading lessons in the first term.

## Sport Champions lose titles

Two reigning champions were upstaged during the national schools diving championships at the Shipley Baths, Bradford.

Pauline Baker (Thomas Talbot School, London), crushingly defeated by Debbie Jay (Stanley Draper School, Hornchurch, Essex) in the intermediate (14-16) group last year, turned the tables to win this time by 300.85 to 291.25 points.

And Christine Bond (Rosebery Grammar School, Epsom), also second last year, gained revenge over the 1976 champion, Sandra Hooker, of Bourneville School, Cheltenham, in the senior girls' event.

In both cases the defeated champions lost after the preliminary rounds (Miss Hooker by 20 points) but were overhauled later.

However, two other defending champions were much happier. David Wood (Bushey Meads School, near Watford, Herts) again won the senior boys section and Jonathan Hides (Newfield Comprehensive School, Sheffield) the junior boys but only after a struggle. Hides scraped home by only 0.85 points (258.30-257.45) just ahead of Douglas Ojialad (St David's and St Katherine's School, London).

The other two diving winners were Tina Davies (Naunton Park School, Cheltenham), among the junior girls, and Graham Topping (Shoeburyness High School, Essex) in the intermediate boys.

Millfield School was again a dominant force in the team finals, in fact relays, held in conjunction with the diving.

## Top in the gym

Several hundred of the country's squeezed home by the narrowest of margins to win their events in the finals of the Lilla-White gymnastics competition at London's Crystal Palace.

Cathy, a pupil at Notre Dame High School, pulled 5.70 in the vault, just 0.05 more than Jackie Vokes (Stanwell Comprehensive School, Penarth) who was a similar fraction ahead of Helen Sunley (Egglestone School, Cleveland).

There was also a narrow spread in the floor exercises, won by Stantun (Collyer School, Sheffield) with 9.0 points, second and third, 0.05 points apart, were Gillian Hodgson (Kingsgrove High School, Ipswich) and junior international Jane Quaire (Cattford County School, London).

This Lilla-White competition is a one-event only affair, giving girls between 12 and 16 the chance to excel in their favourite Olympics routine.

Criticising the Taylor report, on school management, he said employers, politicians, trade unionists, parents and the universities had not only a right but a duty to take a hand in determining the objectives of schools. He dismissed as a "recipe for anarchy" the Taylor proposal that pupils should not be suspended for more than three days. The real need was for official backing for firm and decisive disciplinary measures, designed to protect and safeguard the interests of the law-abiding majority.

Mr Frank Spiller, head of Pediswell Primary School, Worcester, said the fall in standards lay not with the secondary schools but with the primaries. "Children are going into secondary schools completely unacquainted and although the secondary teachers are appalled, they do not make an outcry. They carry the can for their less responsive colleagues in primary schools."

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## Child's play!

The latest worksheet in Copydex's series—'Let's make a model theatre'—is fun, and very adaptable. It stimulates the child's imagination and encourages creativity; brings him or her into closer contact with a wide range of reading matter, since all the material can be found in magazines and everyday items in the home. The only other thing you need is Copydex adhesive! It makes a useful aid to teaching History or English (especially if you stick to a theme like Shakespeare's Globe Theatre, for example); and it's a handy stimulus for individual attempts at creative writing and story-telling, or group activities. The worksheets contain full instructions for making scenery, props and characters, including the theatre itself; and for six illustrated copies of the easy-to-follow instructions, complete with teacher's notes.

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250 publishers, teachers, booksellers and librarians that she favoured the expert author, the individual style and the kind of book which stimulates the reader to excitement and questioning, rather than attempting to provide him with ready-made generalizations and conclusions.

## Plea for 'in-depth books'

A plea to publishers for more information books treating their subject in depth was made last week by the children's book reviewer and education lecturer Margaret Meek, at the Publishers' Association annual children's book seminar.

She told an audience of more than

## Why the show will not go on

Exhibitions of pupils' work should carry a notice saying "Next year this fine display of work will not be possible because..." has been cut from our budget, says the Council for Educational Advance.

Launching a national education week to protest at cuts in educational spending, Mr Bill Bowden, council chairman, and education secretary of the National Association of Teachers in Further and Higher Education, said the danger in showing pupils' work was that it might give the impression that everything was well.

"Nothing is further from the truth and we have to say so. We have to point very clearly to the staff and facilities which have already been cut and to those which are marked for the axe."

## Psst, do you wanna buy an English college, effend!

Every college of education should be a major centre for the export of educational equipment and textbooks to the rest of the world.

In a paper prepared for the National Economic Development Council, Mr Young also calls for an educational export council, recruitment of businessmen to the British Council and for the offer of paid technical cooperation to developing countries.

Britain has not fully exploited its two great advantages—the spread of English as a world language and the reputation of its educational system, he says.

Our high standards are a disadvantage. Young tries cannot manage the A level to get into higher education. Redundant colleges of education should be converted into sixth-form colleges for the unemployed.

The opportunities for the United Kingdom to export education may depend crucially on personal-to-person contacts. One professor in Riyadh

is said to have been influenced by that. Other departments have professors who were trained in the US and are indifferent if not hostile to any import from the United Kingdom.

Mr Young suggests a small export-unit within the DES which could encourage local education authorities to export goods and services. It could legislate seeking foreign markets.

"Many of the large American universities such as Stanford and MIT have generous supplies of ordinary overseas visiting and spawdover needed for the British Council, which was designed with a cultural rather than a commercial mission, could not be expected to have many people with a flair for business opportunities. It is the open-minded, successful businessmen that should be sought."

"Pickled" people ready to go overseas could have a market for books on British exports, if they were able to travel fairly frequently backward

and forward to Britain. The aim would be to make the rounds of British companies, and local education authorities might be drawn into packages required in particular needs in the countries to which we are assigned.

An educational export council could be set up among colleges and i.e.a.s. the same council could encourage the production of pilots teaching overseas. It should also be able to provide opportunities to emerge, such as the introduction of primary education in Nigeria or the planned education of 360 boys' secondary schools in Arabia.

"It is worth noting that at least one of our West Germany is known to be tendering for all the schools together."

Mr Young is a former chairman of the Science Research Council and of the Centre for Education.

Bert L...

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# COURSES

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### DEPARTMENT OF EDUCATION

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(Studies in educational psychology, sociology and social psychology of education.)

##### Foreign Language Learning (FT and PT)

##### History of English Education (FT)

##### Organization and Planning of Education (FT and PT)

(Economic, comparative and administrative studies of education.)

##### Philosophy of Education (FT and PT)

##### Physical Education (FT and PT)

##### Sociology of Education (FT and PT)

Opportunities are also available to take the degree by research and the presentation of a thesis (FT and PT).

#### 2. Degree of M.Sc. in Educational Psychology (Professional Training)

#### 3. Diploma in Advanced Study in Education

(A general course which may serve as a preparation for more specialized study and research)

#### 4. Diploma in Guidance and Counselling in Education

#### 5. Diploma in the Education of Handicapped Children

#### 6. Diploma in the Education of Maladjusted Children

#### 7. Diploma in the Teaching of English Overseas

Further details of all the above courses, and the relevant application forms are obtainable by completing the coupon below and sending it to the Department. Applications are returnable as soon as possible for (1) full-time courses only, and (2) November 30 for (3), (5) and (7); December 31 for (2); January 31, 1978 for (4); and March 31, 1978 for (1) part-time courses only.

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- Diploma in the Teaching of English Overseas

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# Oxford and Cambridge awards 1976-77

This analysis of scholarships and exhibitions awarded by the colleges at Oxford and Cambridge Universities in the academic year 1976-77 follows the usual pattern. Again this year the tables include awards won by men and women. The figures include only entrance awards, and exclude awards made to people already in residence at a college. It must be emphasized at this point that there are far fewer awards available for competition by women at the moment and for this reason alone they are considered to be more difficult to achieve. This position will almost certainly be changed in the near future now that

more colleges in each of the universities are taking both men and women. There is a considerable increase in awards won by women in this year's figures by comparison with last year. The increase is more significant in the Cambridge totals of awards won by women. At Oxford 104 women have won awards in 1976-77 compared with 81 in the previous year. At Cambridge, however, 153 women won awards in 1976-77 compared with only 41 in the previous year. The consequence of the total of awards won by women at the two universities has more than doubled in 1976-77, the actual

TABLE 1

School	OPEN AWARDS			RESTRICTED AWARDS			Total Awards
	Oxford	Exhibits	Scholarships	Oxford	Exhibits	Scholarships	
M	78 (90)	102 (115)	84 (48)	110 (83)	374 (336)		
I	121 (123)	140 (128)	140 (134)	227 (192)	628 (577)		
DG	75 (68)	75 (84)	65 (72)	107 (88)	350 (322)		
C	34 (27)	35 (28)	22 (5)	39 (21)	130 (81)		
O	5 (2)	3 (5)	2 (1)	3 (6)	13 (14)		
Total	313 (310)	355 (360)	341 (280)	486 (400)	1495 (1330)		

The previous year's figures are shown in parentheses.  
M=Independent School, I=Independent School, DG=Direct Grant School, C=Comprehensive School, O=Overschool, Other University or Technical Establishment.

TABLE 2

OPEN AWARDS

School	Pupils post "O" level Sept 1976		Oxford	Cambs	Total
	Men	Women			
Reot Coll	601	—	7	—	36
Dulwich Coll	423	—	7	—	39
Manchester GS	365	—	—	—	27
King Edward's B'ham	218	—	—	—	23
St Paul's	360	—	—	—	23
King's Coll S, Wimb'n	260	—	—	—	23
Winchester Coll	368	—	—	—	23
King's S, Canterbury	325	31	—	—	18
Osney	340	—	—	—	18
Westminster	323	46	—	—	16
Bradford GS	352	—	—	—	16
Haberghampten Aske's, Rye	328	—	—	—	16
Marlborough Coll	380	65	—	—	16
City of London	252	—	—	—	15
Brentwood	302	—	—	—	14
Leamington	323	—	—	—	14
Rushmore	350	—	—	—	14
Halesbury Coll	226	—	—	—	11
Reading	156	—	—	—	11
Sevenoaks	289	—	—	—	11
Shrewsbury	289	—	—	—	11
Trinity S, Croydon	205	—	—	—	11
Newcastle Royal GS	295	—	—	—	10
Tonbridge	238	—	—	—	10
Whitefriars S, Croydon	178	—	—	—	10
Dr Challoner's GS, Amersham	257	—	—	—	9
Harrogate GS	148	144	—	—	9
King's S, Worcester	200	18	—	—	9
Kingston GS	154	—	—	—	9
Leam Upper S	324	—	—	—	9
Solihull	184	16	—	—	9
Stowe	285	25	—	—	9
Wellington Coll	296	16	—	—	9
Benson	163	77	—	—	8
Charterhouse	334	44	—	—	8
Downside	281	—	—	—	8
N London Collegiate	—	210	—	—	8
St Bartholomew's	171	187	—	—	8
St Paul's Girls' S	167	—	—	—	8
Trinity S, Kingston	245	—	—	—	8
Uxbridge Coll S	187	—	—	—	8
Ampleforth Coll	276	—	—	—	8
Ardingly Coll	113	19	—	—	7
Birkenhead	222	—	—	—	7
Chesham Ladies' Coll	271	—	—	—	7
Chert's Hospital	292	—	—	—	7
Cilton Coll	170	—	—	—	7
Colchester Royal GS	170	—	—	—	7
High Wycombe Royal GS	380	—	—	—	7
Oakham	240	60	—	—	7
Oxford HS	148	—	—	—	7
Queen Elizabeth GS, Blackburn	240	12	—	—	7
Reigate GS	205	5	—	—	7
St Dunstan's Coll	200	—	—	—	7
Highgate	220	—	—	—	7
Hilme GS, Oldham	156	—	—	—	7
Ley S, Cambridge	160	—	—	—	6
Lodsworth Coll	223	—	—	—	6
Marlborough Coll	203	—	—	—	6
Oxford	—	—	—	—	6
St Paul's Coll	203	13	—	—	6
Stonhampton	—	—	—	—	6
Marlborough Coll	—	—	—	—	2

TABLE 3

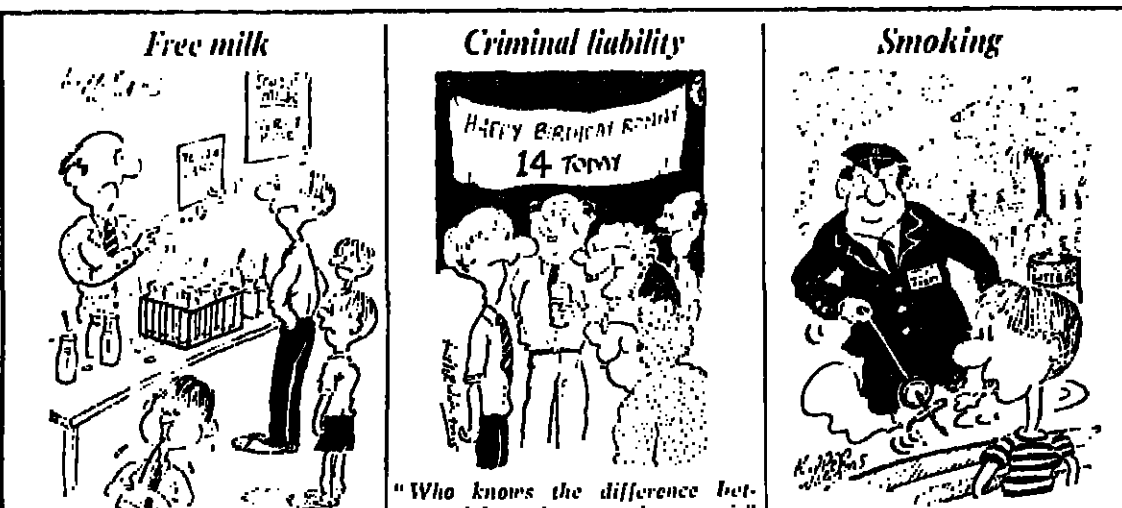
RESTRICTED AWARDS

School	Oxford		Cambs		Total
	Schools	Exhibits	Schools	Exhibits	
Westminster	—	—	—	—	10
Charterhouse	—	—	—	—	10
St Paul's	—	—	—	—	10
Bradford G.S.	—	—	—	—	10
Manchester G.S.	—	—	—	—	10
Merchant Taylors'	—	—	—	—	10
Rushmore	—	—	—	—	10
Millfield	—	—	—	—	10
Winchester College	—	—	—	—	10
Ampleforth College	—	—	—	—	10
Blundell's	—	—	—	—	10
Cilton College	—	—	—	—	10
Don College	—	—	—	—	10
Highgate	—	—	—	—	10
King Edward's, Birmingham	—	—	—	—	10
King Edward VI, Southampton	—	—	—	—	10
Leeds G.S.	—	—	—	—	10
Marlborough Coll	—	—	—	—	10

figures being 257 awards as compared with 122 in the previous year. Oxford University awards (including restricted awards) and 93 exhibitions (including restricted awards) to women have been determined by tracing open and restricted awards in the original advertisements. The qualification restricted, but every endeavour has been made to remain consistent. A typical example of the restriction of an award refers to the limitation of the field of eligible candidates. This does not imply any inferiority of status either the award or of the successful candidate. On some occasions restricted awards have ultimately been made open due to the lack of suitably qualified candidates. In Oxford 85 restricted awards were made and in Cambridge 36 were awarded in 1976-77. Table 1 results are analysed according to the type of school in which the award winner came. The school classifications still include the direct grant status as this was the classification in existence at the time that the awards were made. Altogether 1,495 open awards were made. As the 1,616 awards were shared between 514 different schools, it is not possible to list them all here. Only schools which had a combined (open and restricted) total of at least four awards have been included in Tables 2 and 3.

Table 2 lists these 115 schools in the order of the number of open awards achieved. Columns 2 and 3 give the number of students at the beginning of the academic year 1976-77 who were engaged on post O level work. The numbers are included only to illustrate the comparative size of the schools from which the award winners came. The need for a multi-disciplinary approach was emphasized throughout the seminar. Miss Maria Callias, lecturer in psychology at London University, wanted far more co-operation between therapists and

As the 1,616 awards were shared between 514 different schools, it is not possible to list them all here. Only schools which had a combined (open and restricted) total of at least four awards have been included in Tables 2 and 3.



## How to grow up on the right side of the law

At the age of 14 you can own a firearm, but you cannot buy fireworks. If you are under 18 you cannot play bingo in a club, get tattooed (even with your parents' consent), give away an organ of your body, or be sued. If, in these hard-up days, you want to earn some spare cash, you have to be 13 for someone to employ you—on leaving school at 16, you will have to wait until 18 to claim unemployment benefit, but you are entitled to supplementary benefit in the meantime.

## Hints to help the young handicapped

More "buns and tea" was one suggestion on how to help the handicapped put forward at a seminar in London last week. The advice came from Mr Tom Crabtree, a child psychologist and former teacher, who said: "If the therapist can discuss the handicapped child's problems with its teacher over a cup of tea in the staff room, this is far more satisfactory than picking up a telephone or relying on records. Good liaison between everyone is very important so these experts can be shared."

## More control urged on how councils spend their cash

Local authorities should be given grants for specific education services, according to a senior official of the National Association of Schoolmasters-Union of Women Teachers. Mr Bernard Wakefield, the union's assistant general secretary, told members in West Essex last week that the block grant method of financing education had failed. If educational standards were to be maintained, there should be specific grants for essential needs. Mr Wakefield said local authorities were advised by the Government how to spend their money but they did not always take that advice. For example, in the past two years, the Government had allowed enough finance to maintain the existing pupil-teacher ratios, and this year millions of pounds had been set aside to allow at least 2,000 teachers to be employed while a similar number underwent in-service training. But there was little evidence to show that the money had been used for the purpose it was intended or that the extra staff had been taken on. "If money allocated for education was not used for the purpose for which it was intended, an entirely new way of financing education must be found."

Mr Frank Mills, president of the National Association of Head Teachers, has accused local authority treasurers of throwing away the best opportunity the nation has had to improve the quality of schools. Mr Mills, speaking in Liverpool last week, claimed there were up to 30,000 unemployed teachers drawing state benefits when they could be used to transform schools. It was the treasurers, not the chief education officers, who were preventing an improvement in pupil-teacher ratios, he said. "The teachers are there but it is corporate management that refuses to employ them."

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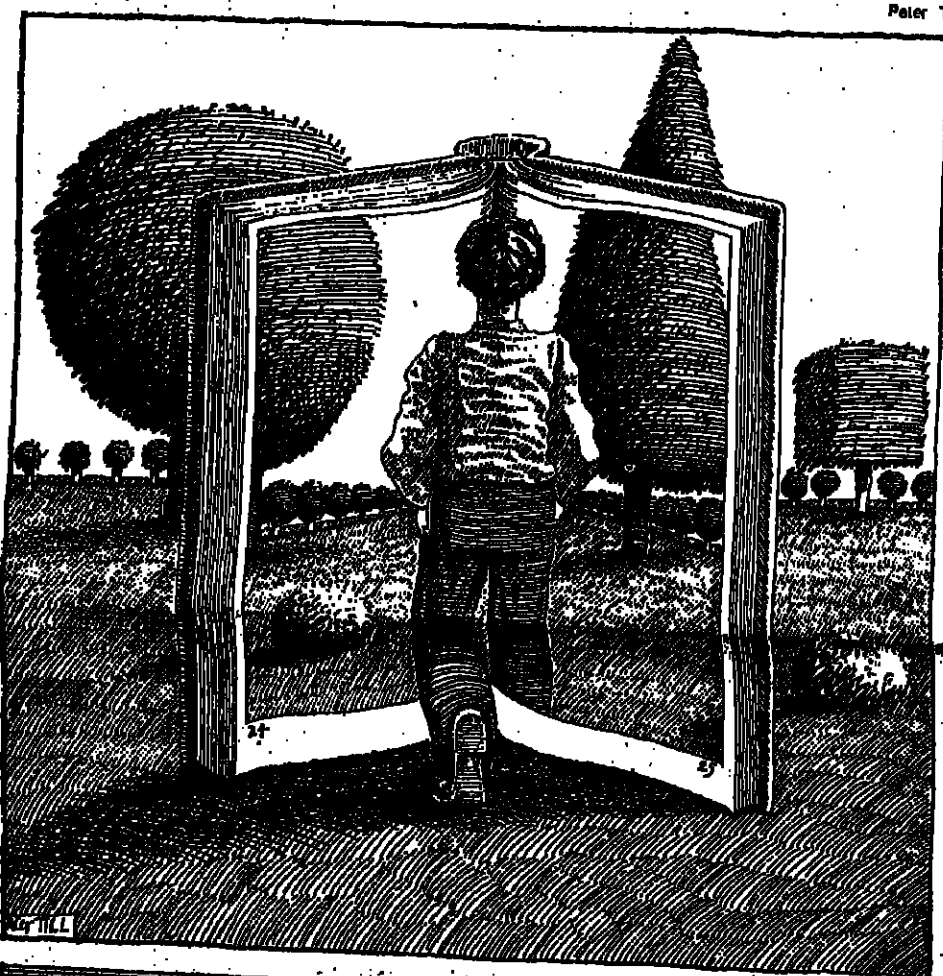




# The exploded school

Why should education be squeezed into a few short years in large glass boxes?

Robin Hodgkin offers a radical blueprint for change



What kind of education ought we to be thinking about for the twenty-first century? Most of the current debate is about short-term improvements—better quality teachers, more flexible exams and more consultation: with—everyone. Why not some radical reforms?

What kind of education might be appropriate in a post-industrial world when everybody has more opportunity for learning but perhaps less material wealth? And what kind of education is likely to be most "economic", not in the sense of gross national product tomorrow, but in the long-term sense of releasing human energies and creativeness?

There are, I believe, two hopeful roads forward. First, there is still scope for a vast improvement in primary education, not going back to passive parrot learning, but moving ahead, way beyond Plowden.

The second road, which Tory spokesmen sometimes touch on only to ignore its revolutionary implications, is to reduce the compulsory school leaving age (the easy part), and then set about creating a universal but enormously diversified system of secondary and tertiary training and service options—expanded secondary education—with university education for those who want and can sustain it, following a period of work and service and suitable academic preparation. Everyone would have coupons for a minimum of, say, six years of secondary and tertiary education during their lives, and could earn more if they were keen to.

Arguments for this radical strategy can be summed up under four headings: The diploma disease. Ronald Dore, in his book with this title, points out that the diploma disease is a common ailment which have undergone rapid and recent development. History has, thus, shielded us from its effects by producing an untidy and pragmatic approach to school organization, to curriculum and to subsequent recruitment.

But the very fact that we have suffered the disease for so long makes it hard for us to recognize it. Even socialist reformers seem to think that nature (or God) decreed that secondary education ought to happen between the ages of 12 and 18 and should be externally examined. Yet the case against exams as life-chance allo-

ating, "predictive" tests should be on any democratic socialist's list. (Intelligent internal exams are a different story.)

Teaching: There is a powerful case for seeing teaching always as an auxiliary art. This applies to secondary and tertiary education. The teacher should be seen first as a man, scientist, linguist or musician, only second as someone who has the art of teaching.

Motivation in learning: The behaviorist and carrot-and-stick idea of education is a dead end. The main channel of high-level learning is competence motivation, which we can, and we should, develop in new and better ways when once the joy of success.

Education traverses a watershed. The passage depends heavily on the factors. We do not have to be like the Stones and Presleyan Methodists. It is always a balance between leading and instructing learners.

As the watershed is crossed, the more and more instructions should be less and less pronounced, more and more challenging sense of the reasons why this has not been fully understood is that we need a successful, old-fashioned secondary education—direct grant or public school—and to assume that what went on in classrooms was the important thing.

Yet what went on outside or more important, what was taken about most students' expanded future opportunities—these are counted. So long as students are seen to lead towards progress, challenge, to service and wealth, as well as to method, curriculum and achievement, more readily accepted. The first worry problem for general education is how to make that sense of challenge and freedom available to all as they cross the watershed.

The overriding objective in a developed national primary educational system should be success for all in a number of basic skills: not compulsory attendance but compulsory success for all under-14s: success in literacy, numeracy, music, graphic and craft skills and simple movement skills. Up to this stage the notion of a core curriculum makes sense, but not after.

Skills such as these can be assessed quite easily and with fair objectivity. Indeed assessment can be a challenge for the children, and should be a valuable source of self-diagnosis for the institution, provided that the process is not contaminated by selection. There would have to be special provision, perhaps in superlatively staffed boarding schools, for the few children who failed to make the grade.

The primary and secondary revolutions are quite distinct, but they interlock in various ways, and make better economic sense than might appear. Any learning situation in which there is strong inner motivation is efficient because it is largely self-energizing. You could not reform the primary sector on the lines proposed without greatly increasing the teaching strength, and you could not open the secondary system and turn it towards work and service without creating a large number of job opportunities.

Primary education should, therefore, be redesigned so that there would be three young adult school helpers working with every fully trained teacher. The latter would be more highly trained than at present in one or two specialist areas, as well as in general pedagogy. At present we demand too much from our primary teachers.

We expect them to be expert instructors, therapists, temporary nurses, administrators and equipment makers— all more or less at the same time. If they could be freed from some of the simpler but still very important tasks to allow more time for seeing that good methods actually work, for helping those with special gifts or special difficulties, and if primary children could have more opportunity for playing and practising with partly trained young helpers working and learning within the system, then all, or nearly all, our children might know their tables, sing in tune, read well—and want to.

Education needs to be seen at two levels: at the level of bringing children up to the threshold of skill and vitality needed for coping with the world that lies ahead, but also at a higher level which merges into culture. Here responsibility, service, adventure and commitment to ideals all come in.

Such "goods" as these cannot be shared out by edict; they must be constantly rediscovered and recreated by people who enjoy, and risk, freedom. Up to the age of about 13 therefore education can be seen as a right—provided society is rich enough to afford it. But for young adults it is different. It is mainly something they do and make. The basic skills will go on being used and perfected, but the essentially qualitative process should not be quantified in order to give selective rewards. When people are to be chosen for any responsibility, carrying with it prestige or power, they should be chosen mainly on grounds of what they have actually done.

What then might the young be doing during their teens? There would be four linked elements in the new secondary education. (In addition to these worthy employments, some time would doubtless still be spent lounging around, playing the fool and brooding by the river.) Initiation or orientation: At some time during the two years after leaving primary school at 13-plus, most children would go on a three to six month residential course in a Junior College in some part of Britain or Europe, preferably in an area contrasting with their home. There would be wide choice, but successful passage through one of these courses would bring minor privileges such as cheap student travel, early training for motor-cycle and driving licences.

The common elements in these courses would be the study of some aspects of our cultural heritage and the opportunities and problems facing people in the modern world. Drama, the arts and some elements of Outward Bound would frequently form part of the method of the courses.

Some would be secular and run by local authorities, others might be the responsibility of independent religious and educational foundations. There would be close links, too, with a national net-

work of counselling officers, who would advise young people about opportunities for work, service and education which would face them on leaving.

Earning: From the age of 13-plus everyone would be expected to earn, if not their livelihood, at least a significant part of it. Something like two million junior jobs would have to be created, assuming that at any time about half the teenage population were working. It would be one of the duties of industry, commerce, agriculture and local government to create apprenticeship roles.

Small businesses and craft enterprises would be particularly suitable for this, and special tax incentives might be offered to encourage the use of young learner workers. Many unpopular but socially necessary jobs could also be done by young men and women in their late teens, and higher levels of pay or educational coupons might be offered.

Service: The line between productive and "helping" work is arbitrary, but could be easily defined. Two years in some form of national service would be the minimum. This would include a considerable training element and, as far as possible, some overseas service. The armed forces would be largely manned from this source but not, of course, compulsorily.

Something like half a million school helpers would do their service in nursery schools and in six-to-thirteen primaries. Sea rescue, mountain rescue, conservation tasks, work with old people and many ancillary health tasks would be opened up. Discipline and training would have to be at a high level, and it is possible, so strange is the pendulum of fashion, that the ancient sentiment of patriotism might help to sustain people in such duties.

Learning: A great variety of study opportunities would be made available: day release, evening classes, Open University type mixed media courses, and periods of concentrated residential study. Energy, food, producing and transport technologies, basic electronics and a wide range of craft, music and design courses would be offered. It would be important that these should carry adequate theoretical content, for one of the greatest dangers facing our society is the "black box"

mentality by which even highly educated people have a totally passive attitude towards tools, and to "what's inside?"

Except in the case of strictly remedial courses, some payment, either by cash or coupon, would be required for all secondary and tertiary education. Many courses would have to fit into a series of modules—introductory, middle, advanced—and successful completion of one would be a condition for entry into the next. Admission to higher university courses would, similarly, be partly dependent on skill and knowledge qualifications.

For most people, tertiary education would start later than at present, therefore an applicant's record of work and service would also be relevant. Even so, it is likely that university lecturers might have to learn the arts of teaching rather more effectively than they do now and, though they might not receive the particular brand of academic "cream" to which they have become accustomed (and which they often complain about), they would have a higher proportion of students whose first interest would be learning.

Of course there would be muddles and risks if we moved in this direction. Some young people would play more, and some would turn to crime—old varieties and new, such as forging educational coupons. But whatever we do we are likely to face colossal problems of deviance, of boredom, of youthful unemployment and crime by the year 2000. This increases the need to explore less pathogenic methods of adolescent "containment" than those we now use.

Wherever comprehensive systems are going well, they are moving in this direction. But why stop? We ought to experiment in de-institutionalizing them further, so that secondary education would no longer be squeezed into a few short years in large glass boxes.

We have to escape the thrall of Os and As and CSEs and, with them, many other vested interests which are characteristic of incipient secondary school sclerosis.

Robin Hodgkin has just retired from the Department of Educational Studies, University of Oxford. This is a shortened version of a talk given on Radio 3 earlier this year.

## Figure father

Jonathan Croall talks to Torsten Husén, one of the architects of Sweden's comprehensive system, about his current ideas on reforming schools

You need to get up early each day in Sweden. In his native city of Stockholm, the man who's been called the "father" of the Swedish comprehensive system has usually made breakfast, garden, and done a couple of hours' work before most academics have started their day.

So it was a little surprising to hear him discuss at a hastily arranged business breakfast in Berlin last month: "If I'm not careful I have twelve cups of coffee a day. It's my only addiction." Presumably he means apart from his work.

Last year, for his sixtieth birthday, Husén's colleagues and friends gave him a slim, leather-bound book; not the usual festschrift, but a 70-page volume listing in full his published writings: some 50 books and around 800 journal articles. It is a prodigious achievement, by any

standard, but more significant than their number is the impact his massive and lengthy research on achievement has had on the educational systems of different countries.

He is one of that small group of academics—of which no British example springs to mind—whose work has consistently, and fruitfully, been fed into the consciousness of educational planners and decision makers. Indeed, some critics would say that he is in many ways more of a politician than a researcher.

He is best known for carrying out the carefully controlled research which played a part in enabling Sweden to move in 1962 from a selective to a comprehensive system. In the process, which he headed from 1952 to 1968, six hundred comprehensive schools were introduced in the south of Stockholm, while selection was retained for schools in the north.

Husén and his colleagues were able to show, after several years of careful monitoring, that the former "modern" children did significantly better in the comprehensive schools, while the grammar school children did no worse than before—and indeed performed rather better during the early secondary years. Inevitably, the research was subsequently questioned—and Husén himself always stresses that reform is the product of political will, not scientific research. His was action research to inform policy.

Such basic reforms now seem part of another, less complex era. Husén's more recent research in international educational achievement and questions of equality has brought him to some pretty

glum conclusions about precisely the kind of open access schooling he helped to promote. "The problems of reform have been underestimated," he now admits. "Education is on a collision course with society, and the position is becoming increasingly serious. Something dramatic and concrete must be done."

He is disturbed by the performance pressures put on today's students, by the dependency of their school existence which inhibits them from performing in any kind of adult role. He sees schools as little more than "storage reservoirs for disaffected pre-employment youth" as isolated pedagogical ghettos in which anxiety about success promotes intellectual conformity and suppresses creativity. He is particularly concerned by the relatively mild mannered way, of the paucity of teachers' knowledge and experience of the outside world, and of their tenacity in resisting change of any kind. "I find the more teachers are affected by reform, the less they know about the details—even to the point of excluding information that is readily available."

He cites the Swedish reforms, of which primary teachers were basically in favour, but where the upper secondary teachers, in particular said that there had not been enough information given, or sufficient experiment carried out, even though this had been going on for 12 years.

"Teachers are an obstacle to reform," he says. "They have a tendency to isolate, to see their role narrowly, and to have their notions of learning from an earlier pedagogical era. The main reason for achieving a participatory demo-

cracy in schools is their uncertainty about change, and their protection of interests."

Such ideas are not uncommon among academics or politicians, especially in Sweden. But Husén is also concerned by the plight of teachers, who have proved themselves a role in making the change. He accepts that there is a gulf between the curriculum and the classroom reality, and that the curriculum is full of contradictions to which it is all too easy to pay lip service.

"We must understand the social mechanisms behind teaching," he suggests. "Other things change are slim. Some must be helped, frustrated teachers."

Currently he is looking at the break down of the "forward-looking" schools. Last month's seminar was one of a series organized by the Aspen Institute, in which Husén and five days listening attentively to a range of administrators, ministers, teachers on his working paper "The teacher in institutionalized education soon to be metamorphosed into a..."

Of its contents he says: "It's a much a question of new ideas, of collating the good ideas and experiences of others, which are available but scattered way. Nevertheless, it is a powerful critique of what he calls the crisis in secondary education. The document, as well as his comments on the 'debate', carry the stamp of the particular brand of social liberalism

which emphasizes self-realization and self-fulfilment within the framework of the common good. In school terms, he is looking for humanistic strategies which will supply warmth, stimulation and support in the conditions in which students can learn."

It comes as no surprise then that he finds the increasing size of schools and the continued tendency to centralization of decision making as a threat to the real purpose of education. But is there any real alternative—especially in a country such as Sweden, where education's goals are so firmly locked into those of the political establishment?

"Centralization is necessary to give freedom to operate at local level, and to help promote equality of educational opportunity. But I have a tendency to romanticize, and I must admit to a certain amount of nostalgia for the little red school-house."

He believes small schools are much better placed to provide the informality and conviviality on which mutual trust and respect between teachers and students depends. It is a belief rooted in his own childhood: in the 1920s he attended a two-teacher school in rural Sweden, which he left at the age of twelve. There, one teacher took the first two grades, the other the next four. Interestingly, for some time he only went to school every other day, because the journey was such a long one.

None of this stopped his going on to university, where he did a doctoral thesis on children's use of eidetic imagery. He started his career as a psychologist; some early work on twins helped to convince



Torsten Husén

him of the primacy of the environment as an influence on learning. Later, during the 1940s, he went through a kind of practice run for his subsequent research, investigating the question of the "ability reserve" and trying to estimate how many working-class children had the ability to go on to higher education.

His low valuation of teacher-training institutions—he calls them "the real bottlenecks against change"—seems to have been derived in part from his years in the School of Education at the University of Stockholm, where he worked during the comprehensive reform projects. "I was very sceptical of the foundation sociology and psychology courses there. But those who were teaching educational methods were simply preaching the gospel of their own experience, and so transmitting their mistakes to the next generation."

He was also scornful of the system by

which student teachers were graded during their practice, and allocated to jobs on this basis. "We did some follow-up research on their later competence in the classroom: the results showed that there was no relation between the gradings and their competence. Yet both the government and the teacher-training people wanted to stick to the method. I said they might as well do it all by lottery, or use the size of the student's shoe."

There was a certain feeling in the mid-60s that Husén had lost some of his bite and vigour, that perhaps his work was too closely identified with the ruling party. But his subsequent work on international educational systems has restored his reputation. In 1971, as he explains with some pride, a special Act of Parliament created for him a chair in international education at the University of Stockholm.

Yet he doesn't belong to any party, though he is a friend of Olaf Palme's—and was said to be discussing with him the idea of a Nobel Prize for Education when the Social Democrats lost power last year. Neither does he claim to be a socialist—which doesn't prevent him from receiving hundreds of letters a year from Communist countries addressed to "Comrade Husén."

It is sometimes said—though not by Husén—that his intervention in the 1973 election campaign helped to keep the Social Democrats in power for another term. At the time the coalition parties were getting a lot of mileage out of their claim that Sweden's comprehensive system had now been going long enough for results to be compared with those elsewhere, and that the country came out badly in such comparisons.

Just before the election Husén called a press conference, and produced figures to show that, if you compared the top 10 per cent in achievement in reading, science and literature, Sweden was not just on a par with other countries in Europe, but ahead of most of them. The argument was over.

Nowadays he sees work in the Third World as a major task for people with a social science background. Recently, in his role as chairman of Unesco's International Institute of Educational Planning, he headed a commission which made regular visits to Botswana. A report submitted to their assembly this May resulted in a White Paper, that has been partly approved by the assembly.

He is suspicious of attempts to impose a Western model of education on less industrialized countries. "It's hellishly expensive, and absorbs 20 to 30 per cent of the country's budget. There's also a tremendous wastage, since the majority drop out. The curriculum is irrelevant, and the use of a foreign language as the medium of instruction, only alienates students from their own culture."

Even at 61, Torsten Husén seems to relish his exhausting international timetable. But with all his global commitments, is there not a danger of knowing more about the inner life of airport lounges than that of schools or classrooms? "As a theoretician," he says wryly, "I have an irresponsibility to keep out of touch with reality. But I recognize that you cannot change institutions overnight." You are left with the feeling he would settle for the end of the millennium.

مركز الأصيل



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مكتبة الأصل

# 17 What price books?

Noel Hughes looks at a current controversy in the book trade and asks what Roy Hattersley is after

The more one considers the reference of books (especially academic and technical books) to the Price Commission, the more remarkable it looks.

It all came without prelude, so that the Publishers' Association's hurt surprise was understandable. Anyway, past efforts to "control" the industry have been noticeably ineffective. The last, and highest-price, edition of Gray's Anatomy caused a brouhaha and led to a new code of profit assessment; but the publishers (overwhelmingly smallish firms) have lived less discontentedly under the new rules than ever they did under the old. Even without books, the Price Commission was given four new references. Did it really want a fifth? (Especially one that could produce as soggy a squid as its report on school clothing?) But perhaps the reference is not what it seems; and Mr Hattersley is concerned less with whether prices are too high than with the effect of retail price maintenance on price levels. What other explanation fits the facts?

There are really only three aspects of pricing that the Commission can look into. The first is the purely technical exercise of fixing a price. Most academic publishers do this by one of two basic techniques. The first cost is total up all the costs of production—paper, print, binding, royalty, discount, sales and the various overheads—and then deciding on what combination of price and print number (and more of these later) will allow the publisher to get his money back and show a bit of profit. The second is to get the accountant to extrapolate from all the indirect costs a mark-up factor and use it as a multiplier on the unit cost. Some firms

use both techniques; they calculate a price by the first method and check they have got it right by the second.

Now that the figure that emerges is invariably the price. For these techniques can show only what the publisher ought to charge to show a profit; they give no guidance on what the market will stand. There is occasional anger at the pricing of dual editions when the gap between the hardback and the paperback versions is wider than mere binding costs can explain. But even where the disparity is grotesque, the pricing owes more to desperation than to villainy. I doubt if these aspects of pricing will cause any trouble to anybody. Primitive they may be; they are not uncharitable. And if the Price Commission can suggest anything better the publishers will be delighted to hear of it.

The second aspect is the implication for pricing of the views that the publisher is forced to take: on the state of his market, the elasticity of price within it, the cost of money and the rate of inflation. All these bear on the rather awkward fact that printing technology presents the publisher with a very high first-copy cost which can be dispersed only over a large print number.

It would be foolish to try to present a profile of the "average" academic book, but what follows is a plausible one. As the print run is raised up to 3,000 copies, the unit cost drops dramatically, and continues to drop, though less sharply, up to about 5,000; that might be the point where unit cost will stick until the print run jumps to something close to 8,000 to 10,000; thereafter a further large jump would be needed to achieve a significant fall. So that, disregarding strong-selling textbooks, most scholarly books are going to fall in the critical range of up to 5,000, and the scholarly monographs in the hyper-critical range of up to 3,000. Another 300 on the

run may be another year's stock in the warehouse.

The publisher must make stock for what may turn out to be three, five, 10 or 20 years, and in holding stock for such periods, he is almost unique in commerce. High interest rates, high inflation rates for the fear of them) are bound to shorten his time-scale. The publisher may, simply because his cash resources are low, print for no more than three years and accept the price that emerges from his decision. Or he may print not for the whole of his forecast market, but for little more than that segment of it that he thinks is investive to price. This, of course, establishes a spiral: modest print runs produce high prices which cause price resistance which causes shorter runs and even higher prices until you finally come to—a Price Commission?

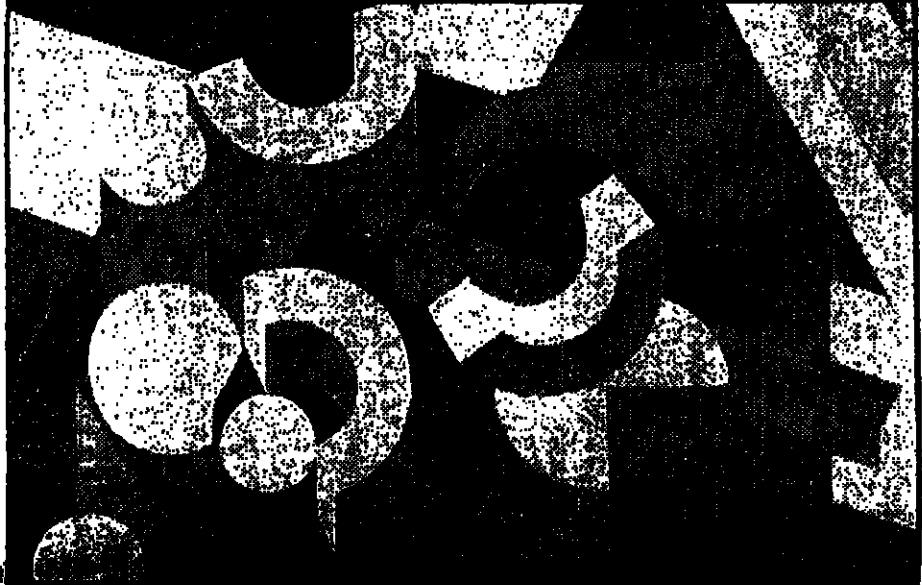
Yes, but what can the Commission do? Plenty of scope, of course, for finger-wagging. Hindsight is a wonderful thing. The difficulty for the Price Commission is going to be that there is not a whiff of a restrictive practice here. It is all straightforward cut-throat competition. If anything, there is too much competition in the sense that, if fewer scholarly books were published, a higher proportion of those published might be sold, and that would lead to more confidence in fixing print runs and in the long run to lower prices. No use looking for mergers though, since anybody can start a publishing house on £1,000 and an optimistic temperament. It is open to the Price Commission to do something really stupid like limiting mark-up. But this will only hamper a British trade which is a splendid export record, while giving assistance to foreign competitors, so pushing up the import bill while affecting prices hardly at all.

It is because one feels that the Price Commission must have thought through these two areas before even putting pencil to paper that one is forced to the conclusion that it is really interested in the third. It is an unusual characteristic of publishing that a number of parties—the retailer, author, territorial agent—take their cuts by way of percentage. It has a curious consequence for pricing which may be easier to appreciate by considering not the pricing of a new book, but the repricing of an old one. Let us posit a book on which, after some years, the publisher feels he must look for an extra 50p in net receipt per copy sold. He will have to raise his retail price by more than £1 to be confident of getting it. The publisher may, of course, be called to account for his need of the extra 50p, but the other beneficiaries (who are even now howling with rage to see themselves so despoiled) are not.

Now the Price Commission (and Mr Hattersley) know perfectly well that you cannot step a yard into this territory without coming up against the Net Book Agreement. The Net Book Agreement presents the Government with a dilemma. It was declared by the Restrictive Practices Court not to be against the public interest in 1962. But whereas—since trade practices and circumstances change—that judgment cannot be expected to stand for all time, the publishing industry cannot reasonably be put to the fearful expense of defending the Agreement every decade or so. To establish that a fresh defence would not be an unreasonable thing to ask, an independent *prima facie* case is first required. And it is better to argue it than the Price Commission? It is the only explanation that would put some sense into a reference that otherwise looks unresolving, if not absurdly frivolous.

# Spot the winners

Michael Clarke visits two major art exhibitions



Forms, by Patrick Henry Bruce

British Painting 1952-1977. Royal Academy.

The Modern Spirit: American Painting 1908-1935. Hayward Gallery.

"The achievements in modern art are, on the surface at any rate, irreconcilable. The big mixed exhibition has been inappropriate for a long time past," wrote Andrew Borge in the introduction to the catalogue for *British Painting 74* at the Hayward Gallery. (Regardless of the warning, the Royal Academy has thrown traditional caution to the winds and only investing in a vast display of post-vanguard British painting but throwing together with the works of its own members. "It is not true," writes Frederick Cole in his introduction, "that there is modern art on the one hand and some other kind of traditional or academic art on the other and never the twain shall meet." If they have been introduced at the RA, they are far from embracing each other. All systems may be, as Cole says, equally of their time, but they are not necessarily of the same kind.

That question is unexplored. Instead the exhibition commits itself in large part to the vulgar idea that paintings with similar subjects or superficially similar treatment are of the same kind and mistakenly believes that they will always gain from being shown side by side, as are David Hockney's "Le Parc des Sources," Vicky and John Womack's "The Family," to the disadvantage of both. Borge still is a carelessness suggesting design that permits the bookstall to intrude into the east gallery and cause something approaching confusion between reproduced paintings on bookcovers and the real works on the walls.

Perhaps the organizers hope that the majority of visitors will not notice these faults. Having climbed the grand staircase past the grand portraits there is yet a very good chance that they will be so overwhelmed by the display of bland abstraction under the dome and beyond that they will inevitably conclude that this is the real centre of it all and everything else is (literally) peripheral; the constructivists' subtly tucked away in the cul-de-sac of the south gallery. It is here, however, that the alternative mock-audience, despite the catalogue's asser-

Cologne and the Second Post-Impressionist Exhibition in London, the Army took as its slogan "The New Spirit" and intended to show the best examples procurable of contemporary art, European and American.

In New York, Duchamp's "Nude Descending a Staircase" was the centre of ridicule and derision but in Chicago efforts of Matisse and Brancusi were burned. Nevertheless it was a triumph not only for modernism but for the modern American art associated with Steiglitz's "291" gallery and the eclipse of the first realist dissidents, The Eight and The Ash-Can School. Only later in the twenties and thirties did this persistent interest in representing the American scene regain a dominant position and by then it was possible to bring even Stuart Davis or Georgia O'Keeffe's work into the fold as well as the group of fine-art oriented photographers de show here. Several pictures and photographs share not only the same subject but the same compositions, and there is ample evidence of mutual influences.

The development which permitted this took the form of a precise rendering of the American urban and rural scene but one which was very much influenced by abstract art. As though this Precisionist group undoubtedly possesses considerable stylistic coherence it does not strike me as being quite so original as Milton Brown believes it to be. A great deal of the obsession with machinery and the machine-made along with a modified, even simplified, Cubist abstraction is common to the aesthetics of European artists in the twenties, and, in many ways, is both less interesting and innovative. Duchamp's early remark that "The only work of art America has given are her plumbing and her bridges," was not entirely frivolous.

The struggle to master the complexities and diversities of European art continued for several years after 1935. In the Hayward exhibition, admirable though it is, there is little of that diversity and even less of the complexity. Only when Europeans themselves emigrated to New York during the Second World War did real innovation take place. You can play Spot the Winners if you like, but until the forties American painting was dependent upon continental models just as much as British painting was. Soon after that, British painting, on the evidence at the RA, apparently became dependent on American models. Reason enough to go in search, yet again, of The Modern Spirit.

tion that they were rejected because impractical; the alternative being "to organize quite a different kind of exhibition in quite a different kind of way or fall into the trap of a small token representation", which is what has happened.

After that, it can only be perverse to remind us, as Gore does, of the splendid exhibition of British art in Milan last year. "Arts England, Oggi 1968-76", where, unless using the whole range of visual media, were on show, and then to cap it with "No Briton seeing it could fail to rejoice and it is the greatest pity that no showing as attractive and persuasive has ever been seen here. Until that happens the British cannot know how good their art is." In comparison, one could easily believe that the current exhibition at the RA, a Jubilee celebration, had been selected and hung by the Queen herself.

Several problems confronting the organ-



18 Books

Light on a dark art

Harry Judge reviews a new series on psychology and education

The Social Context of Teaching. By Gerald Cortis. Learning and Behaviour Difficulties in Schools. By D. J. Leach and E. C. Raybould. Child Development. By Geoffrey Brown. Personality and Education. By David Fontana. School Learning: Mechanisms and Processes. By R. J. Riding. Open Books £4.50 and £1.95 each.

I doubt whether anybody (least of all, perhaps, their author) could read 1,000 pages of introduction to the theory and practice of educational psychology without placing at serious risk his sanity, and even more his sense of amusement and profit. It is, therefore, a compliment to this cooperative venture by five different authors that the non-specialist reader can devour the five linked volumes in relatively rapid succession, deriving such enlightenment from them, and be left with a clear sense of the distinctiveness of each of the companion volumes.

This enterprise deserves a warm welcome, even if it will now have missed the booming market generated by the expansion of teacher education in the sixties. All the more reason, then, for practising teachers to buy and read some of the five. Indeed, their greatest use will be as compact volumes of ordered but discursive reference to be consulted when a particular problem is being considered by those who have to solve it. The genesis of the series is interesting. The general editor, Gerald Cortis, conducted in 1973 a survey

among teachers in colleges and polytechnics in an attempt to discover what they saw as the most important areas of study for their students—for the most part, that is, for intending teachers. I am not sure that this method has led to the most satisfactory division of labour, or distribution of emphases, but it does seem to ensure that each of the five authors—albeit with varying degrees of determination and success—addresses the problems of how theory (such as it presently is) might be applied in practice.

Oddly enough, and for reasons which are not clear, the least satisfactory from this point of view is the volume contributed by the general editor himself. This relative failure must be due, at least in part, to the looseness of his particular subject and the sloppiness of its conceptual framework. It is certainly not due to the inherent difficulty of the subject (indeed, it is almost too easy) or the gap between a high intellectual enterprise and the real world of classroom activities. On the contrary, and as will appear, the "applicability" of these volumes are also those which address serious intellectual problems with rigour and skill; that, at least, is reassuring.

Although there is a good deal of material on the literature of classroom groups, much of it reads uncomfortably like a catalogue, and there is little awareness of the complexities of teaching organization, certainly in the secondary school. Similarly, the discussion on leadership wobbles between the leader-

ship of children and the leadership of teachers. Small wonder if—in terms of this particular area of study—Gerald Cortis concludes wryly that "it would be nice to record, as a psychologist, that teachers use explicit psychological theories as a basis for their planning of teaching methods... Small wonder that they don't, if this is the quality of the theorizing. Fontana has about it a sound ring of quality. There are no concessions or short cuts; instead a perceptive and highly serviceable introduction to the theories of personality and education is developed. It may be because explicit questions of "utility" intrude upon and less obviously that these principles in fact prove more (and not less) useful to the practitioner puzzling to understand the raw material of his work. There is, for example, a lucid work of Erik Erikson and a neat division of theories of personality into the psychodynamic, humanistic, neo-ethic and behaviourist types.

English readers will, I suspect, find most to interest them in the admirably precise accounts of the work of George Kelly and Carl Rogers. The tone is, perhaps, almost too neutral and the native functional disputes—trivial neither for the teacher nor for the citizen—that may have been generated by some of the more bland assumptions of B. F. Skinner. These assumptions are shared—without being argued—by D. J. Leach and E. C. Raybould. Although the two authors (although

the division of labour is not made clear) are, in fact, practising educational psychologists, their contribution is, among the quieter, the least likely to be either acceptable or useful to teachers. It is markedly and uncritically behaviourist in tone. The psychoanalytical model is dismissed out of hand, and instead only teachers and the environment they manufacture are accountable for problems, or capable of solving them. There are, of course, often good and persuasive reasons for representing the matter in this concentrating, that is, on what might be modified, rather than on what is irreversible—but the exaggerations of this hortatory approach do more harm than good. Indeed, the argument may suggest that there is a wider gap between two groups of practitioners (educational psychologists and teachers) and those who theorize about their work.

Although the style ("now, children of R. J. Riding's book may materialize, there is much good material and common sense lying just behind it. Some of the more general explanations—for example, that on Chomsky—do not achieve the clear outlines of which, at least in other contributions to this series, the author has tried to make some distinctions based on the age of the pupils about whom he is writing. But this is a good place to turn for a brisk and honest account of what Bruner, Ausubel or Wittkin have been saying; moreover, the context of such theories is clearly and accurately exposed. In many ways, the most satisfying of

the books is that which narrows focus, and is Brown's Child Development: anxious to break the log of national psychology. There is a civilized mixture of the scientific and the experimental, and the analysis of the various stages of development, and a crisp Piaget (and of his critics) gains by being brief. Here, then, is a mine of information and common sense for the series does not have the curious overlapping and, indeed, an attempt to do the present state of the dark art have formed (might still) if the right author could be an admirable postlude to a series. The word does not disappear, as staccato acute research and articles (Times Magazine 1978) bristle in the absence of jargon.

There are great difficulties bringing to bear upon the business of teaching, and the conclusions of a "science" (for the most part) seeks to be able by stunning probability. At the moment, psychology is uncertain of how to proceed. Some, even here, might prefer to read these books as a leading religious poet. The "oldies" and "newies" and the "in-betweeners" are all dealt with by Robert Hewison, who was born right in the middle of all this and is therefore unimpeded by first-hand prejudices. Unlike certain critics and commentators who were not on the scene at the time, he has not taken over any set of prejudices at second-hand either. In Under Siege: Literary Life in London 1939-45, he shows the pre-

19 Books/Literature

Their finest hour?

Derek Stanford

Under Siege: Literary Life in London 1939-45. By Robert Hewison. Weidenfeld and Nicolson £6.00. 297 pp. 7.25

English literature during the Second World War can be divided into two streams: that produced by authors who were already distinguished, and that by writers who became known only during the years of struggle. In the first group must be mentioned Eliot, Orwell, Spender, Auer, MacNeice, Day Lewis and Dylan Thomas; in the second, Keith Douglas, Sidney Keyes, Alan Lewis, Alex Comfort, John Heath-Stubbs and William Somerset.

Then, of course, there are those half-and-half cases like Cyril Connolly whose *Enemies of Promise* had been published during the Munich crisis but whose magazine *Horizon* was the direct answer to the challenge of an embattled situation and whose near-masterpiece *The Unquiet Grave* saw the light in 1944. David Casanove was just such another. By 1938, at the age of 22, he already had four books behind him; but it was not until his *Poems 1937-42* appeared that this one-time surrealist prodigy was seen as a leading religious poet. The "oldies" and "newies" and the "in-betweeners" are all dealt with by Robert Hewison, who was born right in the middle of all this and is therefore unimpeded by first-hand prejudices. Unlike certain critics and commentators who were not on the scene at the time, he has not taken over any set of prejudices at second-hand either. In *Under Siege: Literary Life in London 1939-45*, he shows the pre-

dicament of the Marxist literary smarting from the double defeat of Franco's victory in the Civil War and the Soviet pact with Germany. He shows them engaged in picking up the pieces in John Lehmann's *Penguin New Writings*, while—captained by that long-haired magus Tambimuttu and that quiet solipsist Charles Wey Gardiner—the neo-romantics go under way, their verse and prose appearing respectively in *FI Editions* and *Grey Walls Press* and the two magazines *Poetry London* and *Poetry Quarterly*.

After the unimposing regularity with which the *Nova Liners* lambasted the forties, it is good to have Mr Hewison, who has made a fine job of his homework, taking the neo-romantics seriously, assessing their achievements in terms of their own intentions. He looks at such movements as anarchism, pacifism and surrealism—all of which contributed to the neo-romantic climate. The master theoretician of this new tendency Sir Herbert Read does not, however, receive the attention his influence merited.

Mr Hewison does not limit himself to literature alone. He writes about such painters as Robert Colquhoun, Robert MacBryden, John Cranston, Henry Moore, Paul Nash, John Piper and Graham Sutherland. Music in wartime sponsored by CEMA, and at the Services-level by ENSA is also part of the author's concern. How the black-out and the blitz affected culture and entertainment, and what the intellectuals talked about in the pubs of Fitzrovia, all recreate the atmosphere of the days for those who were fortunate not to be included in what was described as "their finest hour".

Among this week's contributors

Hugh Brogan lectures in the department of history, Essex University. Harry Judge is director of the Institute of Educational Studies at Oxford. Naomi Mitchison is the author of *Snake* and *To the Chapel Perilous*. David Self is the author of *Talk*, a practical guide to oral work in the secondary school. Derek Stanford is the author of *Inside the Forties*.

Byromania

Hugh Brogan

Between Two Worlds: Byron's Letters and Journals. Volume 7, 1820. Edited by Leslie A. Marchand. John Murray £6.50. 7195 pp. 3.45

Nothing could be more apt than the title given to the latest volume of Byron's letters. In 1820 he was living at Ravenna, pursuing two different careers: Italian and English. After four years in the hot paese he was inward with the natives as no touring milord could be. He was devoting himself ever more deeply with the Carbonari, the forerunners of the Risorgimento; his nerves tingled eagerly at the prospect of a war between the Italians and Austria. He repeatedly proclaimed to his English correspondents that he never wanted to visit "your" country again.

All this, however, was somewhat superficial. Essentially, he was as devoted to England as ever. To be what matters is that in 1820 he wrote three cantos of *Don Juan*; *The Prophecy of Dante*; *Maria Fallerio*; some additions to his *Memoirs*; and a splendid defence of the poet of England. He even talked of returning to London to start a newspaper with Tom Moore, and wrote a long friendly letter to his implacable wife. Had he ever gauged her character rightly, he would never again have been so dangerously unguarded with her; and letters to other people show that he still felt the deep wound she had inflicted. But it was part of Byron's greatness never to be afraid of his own inconsistencies, however ruinous the consequences. But this is not the good volume in which to look for accuracy. Beginners should start with volume one. *Between Two Worlds* might put them off, for it contains Byron's sublimely stupid comments on Keats, ("I had to forgive, except that seasoned Byromaniacs forgive their hero everything").

Here he is, then, very much alive and at the height of his powers. But this is not the good volume in which to look for accuracy. Beginners should start with volume one. *Between Two Worlds* might put them off, for it contains Byron's sublimely stupid comments on Keats, ("I had to forgive, except that seasoned Byromaniacs forgive their hero everything").

Tragic heroes

Aspects of Othello Aspects of Macbeth Edited by Kenneth Muir and Phillip Edmond. Cambridge University Press £6.50 and £2.95 each.

For the last 30 years, the annual *Shakespeare Survey* has contained much of the most perceptive and illuminating modern Shakespearean criticism. The critical work of these prestigious anthologies has been that the student or teacher of a particular text has had to have access to all the volumes in order to find material relevant to "his" play. Now the publishers have had the happy thought of reissuing important essays in volumes devoted exclusively to one play which not only makes for easy reference but also means that the private reader may find it easier to buy his own copy. *Aspects of Othello* and *Aspects of Macbeth* begin with a survey of modern criticism, and then come essays on the tragic hero and his female like queen on the play's sources and imagery, and there is a nicely pompous comparison of the porter scene with the medieval "Harrowing of Hell" playlet.

These two volumes, like the *Survey* itself, are not "first guides" for young students. They are not comprehensive considerations of "all the likely essay subjects", but rather more sophisticated glances at certain *Aspects* of the play—as their titles accurately suggest. That said, there will be few serious students and, indeed, few libraries that will not welcome the appearance of these attractively produced, well-illustrated collections of scholarship. David Self

On the boundary line

Gerald High on middle schools

The Social Significance of Middle Schools. By W. A. L. Blyth and R. Derricott. Batsford £6.95. 7134 0487 G. £3.75 7134 0488 4.

Books about the English middle school, as opposed to those about the "middle years of schooling", are probably obvious—middle schools are still quite new, and there may still not be enough of them for publishers to be convinced of a viable market.

This particular book probably short circuits these limitations: its message will be of interest to a variety of educationalists and academics as well as to those directly involved with the schools themselves. The authors, a professor of education and a lecturer, both at the School of Education of Liverpool University, spend most of the book telling the middle school story—how the schools started, how they are organized, what the characteristics of the curriculum are, how teacher education is related to them. Then, in a final chapter, there is some speculation about the "how" and "why" and about possible future developments.

All this is done quite attractively, and there is a good deal of important material in it. The title includes the phrase "social significance", and this is a book which adopts a sociological viewpoint. There is much discussion of formal and informal relationships, of values, and of the ideas of such eminent socialists as Jencks, Young, Hargreaves and Bernstein. Interestingly, the authors see the

middle school as a product of conflict. In the final chapter they develop this idea by means of a fascinating metaphor, derived from the geological world of plate tectonics. The middle school is a boundary between primary and secondary education. Those of us who do this, of course—internal education always has a strong bias in favour of the secondary school, and the job of the educational academic, however he grips hold of such half-formed concepts and turns them into well-theorized and ultimately testable theories. This has been done by these authors with great clarity.

There are still lots of unanswered questions. From my own experience, I know that there is a lot more to say than is attempted here about the special nature of pupil relationships in the middle school, and for this, though, the authors, because they are themselves at great pains to emphasize the preliminary, questioning nature of their work. One hopes that the theories they have considered, and the potential reservoir of empirical evidence which their visiting has created, will eventually bring about some much more detailed conclusions, in both a good factual background to the subject and a clear exposition of an initial theoretical framework. It should also be for a sociological work it is remarkably lucid and jargon-free.

*The Annual Register: A Record of World Events 1976* (Longman £16.00, paperback £8.50) has recently been published. This magisterial guide, which aspects of the march of "civilization", each volume analyses of the major the armory of all those who study, teach or witness about current affairs. *The Starboard Year Book 1977/1978*, edited by John Fector (Macmillan £8.95, 333 pp. 1977) has also recently appeared. It is a survey of the world in systems of the world and a new map showing the changed state structure of the Republic of Nigeria.

Tuning in

Alan Tuckett

The use of radio in adult literacy education. By Richard C. Bode. Fulton Educational £1.95. 71515 2. (Published in association with the International Institute for Adult Literacy Methods.)

If radio can be used as a tool in a literacy programme, the case remains to be made, that is the purpose of this book. It is a fieldworker engaged in a literacy programme in a rural area of an underdeveloped country.

The function of the fieldworker and the author sees it, to provide the students for the broadcast listen with them, and to draw the points of the programme with pertinent exercises. These points are drawn back to the central point where the resident "practitioner" can change the pace and the content to suit the need of the students. It pays no attention to a model for the use of radio in literacy projects, as presented in the recent *World Bank series*, where the programme is made by, or at least in part by, those involved in the teaching and learning. The teaching points made in a book look at best like a list of Mr Burke's arguments, as he illustrates by means of grammatical, supplementary and organized learning groups. Four-stage process: acquiring, reinforcing, basic literacy, expanding basic skills; and putting into action.

It is all too easy for radio in this country for television to force the idea that those stages of literacy, and to concentrate on the "basic skills" which could be separated from the rest. What we need is a book that recognizes that the stage of Mr Burke's stage is not in hand from the

Philosophy and Practical Education\* JOHN WILSON University of Oxford. John Dewey Reconsidered EDITED BY R. S. PETERS Professor of Philosophy of Education, University of London Institute of Education. Pros and Cons MICHAEL JACOBSON. Routledge & Regan Paul

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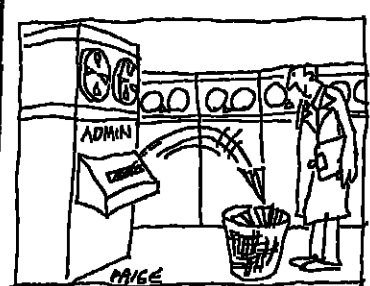
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Computers and administration

## Trimming the chores

by D. M. Esterson

People who get involved with computers start by believing that they can be used for everything except, perhaps, direct involvement in the reproduction of the human race. They then begin to suspect that they cannot be used successfully for anything except the destruction of human relationships. If they survive, they finish with a wholesome understanding of the enormous effort required of people if computers are to be made to do anything useful.

Thus it was that, when teachers first realized the potential of the widespread availability and use of computers, they not only (and quite correctly) started to teach their pupils about computers and how to use them, they also set about putting computers to work in schools' administration.

About six years ago a head of department in a certain Inner London comprehensive persuaded his head to agree to the installation of a computer terminal at the school. "This year," he said to the head, "I will spend a week or ten days on the terminal and do the time-table. This will be a tremendous advantage for by then we will know exactly what the staffing situation is." Since that time the word "computer" has had a lower status at the school in question than certain overworked monosyllables of Anglo-Saxon origin.

Over the past decade considerable resources have been devoted to producing computer programmes capable of resolving school timetables. There are extant three commercial or semi-commercial systems. These are NORDATA, of Scandinavian origin, SPL from New Zealand and backed by the National Computing Centre, and Oxford System. A new and largely untried package of interactive programmes.

While ILEA has not felt able to advance beyond the experimental stage, involving groups of about five schools with each system, some small authorities have successfully adopted the SPL system. Apart from suitable computer programmes, the necessary conditions for a viable timetabling system appear to be:

- A rigorous training course for teachers.
- Well designed input forms and adequate data preparation facilities.
- Priority at critical times in the use of a large computer yielding rapid turn-round of results, or the pinpointing of errors or inconsistencies in the data.
- Even given these conditions the usual has to be finished by hand. It is noteworthy that most of those involved in the experiments remain enthusiastic in the face of daunting

reverses, like, as happened in one case, the loss of all the original data. There is general agreement that the discipline of preparing the data for the computer improves the quality of the computer's performance, but the computer seems to produce "better quality" timetables, and that from the second year on, timetables in the preparation of the timetable.

However, some of the greatest benefits are sometimes found in using the computer to print timetabling information selectively, and a number of programmes have been developed to process manually produced timetables to give individual timetables for pupils and teachers, room schedules and resource allocation.

Authorities with up to about 20 or 25 schools seem able to provide the environment necessary for success; they can without too much difficulty bring all the timetables together at the town hall at pre-arranged intervals, ensuring the necessary priority on the computer. Beyond this size the logistics of the operation make it self-defeating and it seems that unless an interactive system, such as Oxford Associates, prove successful it will be much more difficult for large authorities to give an automated schools timetable service. (An interactive programme is one in which a user communicates personally with the computer using a terminal.)

Of course the population may continue to fall and we may acquire more central direction of the curriculum, and we may even decide that teachers know better than children what they ought to be studying and reduce the number of optional subjects available. Then the production of timetables would be a relatively simple matter.

The organization of fourth year options has attracted considerable attention and a number of teachers have written programmes to solve the problems involved. These do not make large demands on computing facilities and could be made more widely available. A recent national Computing Centre survey indicated that of the 35 local authorities which responded, eight have programmes to deal with options. My own authority has level 4 programmes to carry out curriculum analysis to assist in the allocation of teachers, and there for those who are away, and these should shortly be available on the ILEA schools service computer.

Five local authorities are known to be interested in using a computer for curriculum analysis, but it is only in the city of Birmingham that the computer is used to rationalize the distribution of sixth-form courses between a number of schools. Eight authorities produce the ubiquitous form 7 on their computers.

A teacher at one large South London comprehensive has a computer records on children at the school. These consist of estimates of the hierarchy and numeracy of each child on entry to the school, special health problems and how to contact a parent or guardian in an emergency. The information is

carefully coded to authorized access to it. At another school the OVAL automated system has been produced. Parents thought the computer was the teachers, but the Research had shown the system. Research had shown the system. Research had shown the system.

Not only is the technique large but it is accepted. But, if MATLAB can be used to do the techniques and save student time for other most important parts of the mathematics area, the main direction towards there is a new, more numerate approach in mathematics, and yet the Prime Minister's speech about the progress of the mathematics education. Mathematics education. Mathematics education.

The user described above are all valuable and in addition MATLAB may be used as a very easy introduction to the use of computers. It has been estimated that for a typical sixth form mathematics course 10 per cent of the time is spent on introducing topics and revising earlier work; 10 per cent of establishing first principles of new work; 60 per cent on the techniques of manipulation required by the new work, and only 20 per cent on applying the mathematics to the main discipline topics.

## 24 Resources/Computers

## 25 Resources/Computers



Computers and geography

## Packages and patterns

by Tim Albert

Computers, classrooms and A level geography would seem to be worlds apart, but a project attempting to link the three is now coming to an end in Birmingham University, apparently with considerable success. Its director, Mr Roger Robinson, is planning to extend the project's life, and to seek a wider audience for the fruit of his—and his colleagues'—labours.

The project was sponsored by the National Development Programme in Computer Assisted Learning, which in turn is a project of the Council for Educational Technology. Roger Miles, deputy director of NDCAL, worked with Robinson for about a year on

pantry work, trying to decide the direction the project should take. "We first of all thought of interactive work," says Roger Robinson, "of children sitting at a terminal putting in information and getting answers back. But we found that the facilities just weren't there. The time wasn't there. And in most schools the expertise wasn't there."

"We are looking for something which would have an immediate impact on teaching in schools. We considered setting up a central organization for batch processing, so that schools could send in their data which we would process on a computer and then send back. We found that difficult in terms of organization and finance."

"Finally, we decided to produce materials for use in the sixth form which would use the computer to organize and analyse data, but which would not demand from the teacher or from the student any expertise in computers or a computer. At the same time we decided to produce a computer package which schools could use if they had access to their own computers."

With its direction thus decided, the project started in January 1976, funded for £15,000 over two years. Roger Robinson, lecturer in education (geography) in the faculty of education at Birmingham University, was the director, and his colleague, David Bourdman, appointed deputy, with a role of looking after the evaluation of the project.

Two new research fellows were appointed: Jim Fenner, then a grammar school geography teacher who would look after the educational aspects, and John D. Blackburn, a computer expert with a first in geography, who was to look after the computing side. The team selected 12 schools to help with the validation, and started work on their first project.

"Nobody knew what the hell we were talking about," says Roger Robinson. "We decided to go first out to produce an actual unit. Within two to three months we had the first one complete." The subject was "Cities", and the first unit consisted of information on the subject produced in the form of computer printouts giving demographic data, and relevant exercises.

"We sent them out before the first Easter, but we didn't put any pressure on the trial schools to use them. One or two did use them straight away, though, and we worked on what they said. The main negative reactions were that they were too big and took too long to use. But the units are half that size now; we have aimed for a unit that will take a couple of double lessons to complete, though children can do it as homework if they are very bright, or just do one or two parts. It's completely flexible, though schools have generally used it as it stands."

The team followed up this pilot unit with others. Topics chosen, generally in consultation with the teachers from the 12 "guinea pig" schools, are cities, drainage basins, and rural landscapes. Others planned are industry and towns, people and work, movement, and production and trade. The team also considered industrial locations, regions and developing nations, but because of the constraints of time, these will not be produced as units.

"Teachers seemed to like the sequencing of the exercises, the way the skills and the concepts were taught through the materials our computer had produced. They liked the data, and I think that is what it is all about: geography teachers are thirsty for data from the real world. Textbooks do a fairly good job in teaching the concepts, and showing people that they exist in real life that we hope our project can help."

The team organized regular conferences of those teachers who had volunteered to help, and on several occasions brought in class-room children so that the teachers could try out their material themselves. They have also been sending out free samples to teachers who have responded to a limited amount of advertising, and for books they have reached about 60 schools. They have tried to get local education authorities interested, but so far, says Roger Robinson, there has been little response.

According to their own evaluation studies, the project has had considerable success. The evaluation report concludes: "The reactions of sixth-form students themselves to the units were encouraging. They treated the work seriously and appeared to find it an interesting and enjoyable method of learning. They liked being involved in practical work, agreed that the method was better than just being given notes, and found the work within their capabilities."

The period of funding is due to end at the close of the year, and already John Fenner has returned to teaching. John D. Blackburn will go at the end of the year, though Roger Robinson hopes to get some extra money for part-time help over another five terms. He also hopes that the package for those schools wanting to use their own computers will be ready at the end of the year. It is a £200 package which is not used in many computers available in schools.

Roger Robinson is now having talks with various publishers and hopes that the units will be published as 16-page booklets, costing about £1 each. "The problems are not big now," he says. "What we have to do is finalize the computer packages and get the material tested and revised in schools."

"What used to happen" he says, "is that teachers used to lecture sixth-formers about sex, population data, provide the students with maps and graphs and perhaps have a little question and answer session on what they all meant, and then at the end of the lesson pass around some notes."

"What I hope the project will enable them to do is offer the students some data—perhaps on population density—so that they can work out the patterns for themselves."

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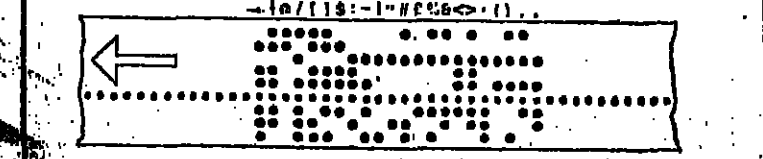
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Computers and careers

# Pens and prospects

by Sarah Segue

Careers guidance for most pupils is limited to help from a careers officer or teacher but for the pupils at Whitby County Comprehensive School, Eboracore Park, Cheshire, there is another adviser—a computer.

Here for nearly four years pupils have been able to consult the Interactive Careers Guidance System, the only computer programme of its kind in the country, about their career prospects. In the school's careers room is a terminal, consisting of a visual display unit, keyboard and print-out machine, which has a direct line to Cheshire County Council's IBM Scientific Centre, Chester.

Information on up to 215 pupils can be stored in the data bank at Chester at any one time, but what is fed in is left to the discretion of the individual pupil and can always be wiped out if not required. Also in the bank is information on 297

careers which has been compiled from reference books, interviews with young workers and questionnaires completed by careers officers throughout the country.

Jack Thomas, Whitby county careers co-ordinator, sees the computer as a valuable resource in career education. He has guided pupils in the use of it from the first experimental stages.

"The idea of it," he says, "is to try and let children see that career information they have put in about themselves is related to particular requirements for particular sorts of jobs and careers, and if they are to take up a career, there are certain things which they have to have."

Pupils are encouraged to think about careers from the third year and are gradually introduced to the computer language so by the time they use it for the first time they are already familiar with the terminology. The computer can help them consider subject options, give them an indication of which careers will best suit their personalities, interests and qualifications, and also show them what particular careers demand.

It is also easy to operate with the time-consuming keyboard being used as little as possible. Instead, a pen is pressed on the appropriate question the pupil wishes to ask or on the answer he wants to give.

As pupils register with the computer they are given their own individual code numbers for subsequent use. Whenever a pupil links-up with the data bank the keyboard is used to type this number and the system required on to the visual display unit.

Within seconds the pupil can see "your name is..." and underneath "continue (if this is correct)" or "re-examine (if this is incorrect)". Providing the name is correct the pupil will press the pen on "continue" and the full programme is brought into operation.

If it is the first time that the pupil has used the computer then Jack Thomas, or one of the other members of staff, will guide him through, explaining the questions and answers where needed. To begin with the pupil normally builds up a "base" profile on how he sees himself at present.

It includes providing information on physical characteristics; qualifications (those already obtained plus those which the pupil hopes to gain); a self-estimation of ability in areas such as reasoning and logic or vocabulary, in relation to other pupils; listing up to five school subjects which are liked; putting in order of merit 10 areas of work; and indicating the level of responsibility expected from the career.

The pupil can also take a more subjective look at what he expects from work by following Speedcop, the mnemonic for questions on surroundings, prospects, entry and training, effects, descriptions, conditions, organizations and people. Although Speedcop asks for considerable decision-making, it is not essential in the first analysis of career prospects.

By comparing the 297 careers with the information that has been fed in by the pupil the computer is able to tell how many jobs would be suitable for that student. These can then be itemized with job code, title, references, additional information, and a library code.

If a particular career has not turned up, the pupil can find out why it has failed to appear. "They then have a decision to make," says Mr Thomas. "They can say to themselves 'I want that job very much but according to that I cannot do it because of a bit of information about myself. Either I am prepared to stick as I am or alter to get the job'."

An "exploration" or imaginary profile can also be built up by the computer using a similar method to the "base" profile and this is

often used in teaching and discussed with the pupils. It also gives the individual pupil the chance to see what opportunities would be available by pursuing different subjects.

Unless the pupil decides to wipe out the profiles both of them are stored by the computer and can be altered in part or whole in subsequent sessions. A pupil can also get information from the computer on specific occupations, and compare them, without compiling a profile. At any stage in the programme a print-out can be obtained of what is shown on the visual display unit.

Although the school has the computer, it is seen as an additional guide in the careers education programme and not as a substitute. So far it has only been used by a summer school children, but this year for the first time it will be used by the comprehensive intake.

Mr Peter Emery, the head, explained: "We can look forward to it being adjusted to the average and below average children. The resources which the data bank calls on are something which no human being could offer. Provided this can be kept up to date this is an advantage which cannot be matched."

They feel slow readers may be helped to recognize certain words and that the technical side of an appeal to many of the comprehensive intake but it is thought unlikely, at this stage, that the lower pupils will be able to operate the computer without supervision.

The computer has not been completely trouble free. The experimental stages they found it necessary to speed up the responses given to the pupil's information. As a result it is now possible to feed a "base" profile, including Speedcop, in less than an hour. Through use they have also uncovered mistakes in the actual careers information.

One pupil who has had a running battle with the computer and

won is 17-year-old Jackie. She wants to be a book-keeper but she is not sure if she wants to pin-point exactly what she wants. She was given 53 careers as opposed to the six given to Lynne Hughes, a girl in the same group and British Government used the computer to see if the careers I was suited me. The idea I was confirmed, but it did not give me any new suggestions which I had not thought of before.

Philip Orris, 14 years old, youngest person to use the computer so far. He used it to choose subject options for his fourth year. In the end he chose like Debbie Coates. Like Debbie Coates he has been looking for suggestions.

All those I spoke to who used the computer easy to operate for local some of the reason and national pressures to improve needed to be explained. This question has acquired a significance in the light of the fact that the Schools' Council Industry Project has been looking for suggestions.

But what of my career? I decided to test the computer with information I was given in my own mind. I had two careers in mind and I was looking for a job which although it was directly to teaching, it was also a clerical job.

# Schools, industry and the LEAs

Martin Lightfoot and Peggy Welman

It is clear from the responses that most of these committees are heavily biased towards careers advice, and that in most cases discussion of the curriculum is not encouraged. In particular the very low returns for basic literacy and numeracy, in marked contrast to employers' concerns, emphasizes the sensitivity of the subject and the relatively limited role which most authorities have assigned to such committees.

It is a clear implication of the current interest in liaison between industry and education that it throws into relief a number of issues relating to the future role of the careers service, and especially the degree to which it can be expected to take on an advisory role in relation to professional teachers. A general feature of the present situation appears to be a reluctance to confront this problem in any direct way, a desire, perhaps, to "see how things go".

In answer to the question "Where does the responsibility for advice to teachers on vocational elements in the curriculum rest?", most authorities named both the advisory service and the careers service (74 per cent), while 16 per cent named the advisory service alone, and only 10 per cent named the careers service alone. (These responses may concern one or two authorities in which an experienced careers teacher has been appointed to a senior post within the careers service to perform the careers education advisory functions.) In such circumstances it is clear that there cannot be many cases.)

Meanwhile, it was striking to find only one authority taking the bold administrative move of transferring responsibility for the careers service entirely to the chief adviser.

The general pattern seems clear: the response is cautious but the movement perceptible. Meanwhile a number of authorities will be looking at the recommendations of the Taylor committee before reassessing what curriculum consultation seems to be realistic in the light of the role of the authority level, in the light of the anti-bureaucracy drive from the institutional level.

Table 1 shows the percentage of committees which have mentioned the most notable features of the advisory service.

Table 2 may go some way towards accounting for this. What we were interested in was the way in which local education professionals at the local level were in a position to discuss curricular matters rather than to discuss the careers service.

Second, the committee was set up to discuss what was a computing matter, and should be a professional matter rather than a computing matter. This was covered in the curriculum.

Third, the levels of education attainment which are to be achieved in such a system.

In making their proposals the committee has also noted that the membership of professional bodies should be considered so that exemption arrangements can be made. The committee has also noted that holding of existing awards are given to students to use their qualifications.

"Report of the Committee on Vocational Courses and the Department of Education and Science in 1978". P. N. Davies is a Business Council Officer. He includes that of Secretary to the BEC/TEC Computer Studies Committee.



Careers Advisory Association, Community Industry.

Table 2

Terms of reference of consultative committees: percentage of responses to subjects mentioned. (Note.—Nine authorities indicated that their committees' terms of reference were flexible enough to include any or all of the subjects listed.)

Total in sample: 53	42
Basic literacy	32
Vocational guidance	91
Work Experience	85
Work Observation	73
Work Simulation	24
Link Courses	43
Vocational aspects of the curriculum	81
Teacher experience in industry	55
Industrial Society in the curriculum particulars terms of reference	34

Martin Lightfoot and Peggy Welman are respectively director and co-ordinator of the Schools Council Industry Project.

# Responding to punk

Alan Dearing

Where I work in West London is pretty typical of many of the outer urban areas. Lots of different races, very mixed quality housing, and a fair share of youngsters who are bunking off school, or who are facing extended periods on the dole.

While sitting in the office during the afternoons, trying to sort out the administrative backlog, both my colleagues and myself found ourselves receiving more and more "visitations" from young people who should have been at school, or who were out of work. What to do with and about them, became a cause for concern.

After phoning two of the schools involved they agreed to allow (between them) five youngsters (a sixth fourth and fifth forms to come down to the youth centre on three afternoons a week. In the case of two of these kids, they had been in the sanctuary unit which had just been closed. Luckily, the new deputy head was making a concerted effort to give them a timetable which suited their individual needs.

What we did with them varied from day to day. One day it might be mandating table-tennis tables, and the next just listening to music, drinking coffee and talking. Out

Of topical interest is the production of a punk rock "fantasy", *Sound of the Westway*, by one of the 15-year-old unemployed kids, Derek. He has been assisted, irregularly, by some of the school group.

There have now been two issues. The first was reviewed by the *New Musical Express*, who said: "Get a youth club? In my day it was Panza orange juice and Gary Glitter—now it's Government sponsored chaos." Well, perhaps not quite. But punk is there, a lot of young people are involved, and the youth service has to respond.

The magazine has the usual photocopy montage of photos, taken from the back, while inside are coloured duplicated sheets, depicting punk venues, gigs, opinions and reviews. Issue two expanded into the realm of interviews. This has given Derek an interesting social and creative experience, reporting what the anti-bureaucracy of the New Wave have to say for themselves.

The first issue was the "non-punk" guide to punk and the New Wave. It included the reasons for Derek's for the new phenomena, with Derek saying: "When you're bored out of your mind on the



of the talks came a further understanding of "what the kids' world is", a starting point for more projects, and a day-by-day programme of "doing something". Sometimes we went for days or afternoons out, to Hampton Court, The Discovery or the theatre.

Most of the young people are involved with the police, but this makes no difference to their behaviour in the youth centre. Since nothing is rigid, it is easy to adapt each afternoon, both to the interests and needs of the pupils and to the work pattern of an area youth team office.

The last batch helped a lot in the running of the centre, and two were very keen to learn how to play the guitar, so we laid this on. Decorating rooms and repairing equipment for the local playgroup also provided worthwhile activities, but nothing was undertaken without consultation with those involved. The advantage in being in a non-school setting would be lost otherwise.

The current issue of *Sound of the Westway* is available, 35p including postage, from Priory Youth Centre, Peterfield Rd, Acton, London, W3. Alan Dearing is Youth Work, Area Team Leader at the Centre.

dole, with nothing to do, escapism has no meaning. When you're already depressed mind further stung by half-an-hour mood solos" Hence, the rise of aggressive dancing, "popping" involving jumping high into the air, feet together and normally landing into, or onto, your immediate neighbour.

Derek has done about 90 per cent of the writing, and handled the distribution. Everyone joins in for the collating and stapling. The typing is partly done by a couple of the female members of the youth club.

Derek was originally in the sanctuary unit of a local secondary school. He did not get A levels, and in fact was expelled long before he could try for them. Since then he has suffered redundancy twice, and a rather resigned member of the dole queue. Whether it will lead to a job or not, the production of *Sound of the Westway* has provided him with a considerable outlet for his energy and talents.

Issue two, for instance, has an editorial on why there is no need for the current genre of "bad" violence. "Doesn't anyone realize that this disgusting war-mongering is mainly fictitious? In fact, I reckon that none of the trouble even existed until some cunt of a journalist decided to invent a 'good' story to flog their poxy rags... When the football season starts again, the press will turn their attention to Man United and Leeds. I mean, perhaps then everyone will realize that we should be fighting together—Rock On."

Elsewhere, Derek turns his hand to humour, and has a dig both at music press conventions and his own world of punk. His page "How to annoy Pop Stars" is a good example.

The Mick Jones interview with *Clash* guitarist, Me: You're in a band called the Holywood Brats? Mick: No. Me: Yes you was. Mick: How do you know? Me: I saw you live at Chiswick Poly, you had long hair and a dune bike. What's the new single going to be? Mick: Dumbo. Me: Go on, tell us. Mick: I really don't know. Me: You're just like Robert Plant. Mick: Fuck off. Me: That's just what Robert Plant would say. Anyway, Mick Jones is nothing like Robert Plant. We need company on good terms. He's a great bloke.

OK, there are plenty of youngsters who cannot produce anything linguistically as powerful as Derek's effort. But they can, for the most part, find something which we can interest them with. Our main aim is to prove to the youngsters that we are not patronising them, but that we can help them to develop their interests.

The current issue of *Sound of the Westway* is available, 35p including postage, from Priory Youth Centre, Peterfield Rd, Acton, London, W3. Alan Dearing is Youth Work, Area Team Leader at the Centre.

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# Computers and examinations

Options

by P. N. Davies

The Business and Technician Education Council recently established their first Jobs Committee, the BEC/TEC Computer Studies Committee. This fulfils a recommendation of the Haselgrove Committee that BEC and TEC should jointly assume responsibility for technician and commercial courses in this field.

The introduction of new technologies has always placed new demands on vocational education. The invention of the electronic computer and its subsequent development has, however, had a unique impact.

Up to the present, the United Kingdom Co-ordinating Committee for Examinations in Computer Studies has undertaken much work in bringing together the various interests, bodies responsible for existing courses.

The range of current awards includes those administered by the computer industry professional bodies, those administered by independent examining bodies such as City and Guilds or the Royal Society of Arts, and, in the case of the current HNC/D in Computer Studies those administered by the Association of Mathematics and its Applications or the DES.

Computing elements also exist in courses currently administered by TEC, and there is in addition a wide range of short courses.

It is therefore apparent to the two committees that a separate and specific evaluation of the needs and requirements of computing was demanded. For this reason a Computer Studies Committee was established.

The new committee was charged with reviewing the provision of non-degree courses and programmes in computer studies in England, Wales, and Northern Ireland, and with making recommendations for change where necessary. Within the policies of BEC and TEC the committee has responsibility for the production of courses in computer studies leading to the awards of the council, and for assisting in the devising of optional units or modules.

The new committee, which met for the first time on 25 May, is

chaired by Dr J. B. Long, Director of the Post Office and commerce and industry education.

At its first meeting the committee agreed that its terms of reference should be broad enough to cover all matters concerning the interface between education and industry—commerce. Not less than 100 members were specifically identified, but has already been made up of a majority of cases (54 per cent) the colleges. The responsibility lay with the careers service, generally with the principal or local careers officer.

This is a tall order, especially in view of the rapidly changing nature of the knowledge and skills which will be needed in five years' time.

The committee will be following basic principles:

First, it is often claimed that the most fundamental problem of computers is the shortage of staff. This is not the case. The shortage is of staff who are able to use the computer as a tool. The committee will be considering ways in which the educational provision of the country should be revised to meet this need.

Second, the committee will be discussing what is a computing matter, and should be a professional matter rather than a computing matter. This was covered in the curriculum.

Third, the levels of education attainment which are to be achieved in such a system.

In making their proposals the committee has also noted that the membership of professional bodies should be considered so that exemption arrangements can be made. The committee has also noted that holding of existing awards are given to students to use their qualifications.

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# A whole new maths game

André Brooks reports on *Infinity Factory*, an American TV programme that looks like repeating the success of *Sesame Street*

I got those negative number blues,  
I got less than nothing to lose.  
Some folks think that zero  
is as low as you can go  
But I learnt the hard way  
That it just ain't so.  
Cause those negative numbers  
Go right down the line  
Past zero forever  
Into infinity time.

Not quite BBC English. Not quite teach-me-from-the-blackboard mathematics. But in America, finger-snapping songs such as those from a fast-paced, action-packed new television mathematics programme called *Infinity Factory*, are captivating elementary school children at home, as well as during school hours, they are enjoying a very different kind of mathematics lesson.

Reminiscent of *Sesame Street* in use of neighbourhood settings, catchy melodies and repetitive advertising techniques, *Infinity Factory* was created to demonstrate mathematics skills as people socially use them—st home, at work or in play, for hobbies and for solving almost any workday problem. Essentially it put the "why" into the learning of mathematics for an age-group increasingly demotivated by rote learning.

"We're not concerned with new mathematics or old mathematics but with usable mathematics," explained Jesus Trevino, its blue-jacketed executive producer. "Admittedly, Mr Trevino recalls how maths seemed insufferably abstract, difficult to learn because it bore no relationship to any need he could envisage—a feeling shared in childhood by others connected with the programme. Their emphasis, therefore, is on overcoming this

phobia while teaching basic mathematics concepts (decimals, fractions, graphs, scaling, geometry, counting) to eight-to-11-year-olds. Each programme has a definite mathematics learning goal. It uses whimsical stories, cartoons, filmed mini-documentaries and recurring familiar sitcom episodes to convey its message. A boy working behind the counter in an ice-cream bar loyally oversteps on the coast—a lesson both in negative numbers and a credit lifestyle (as he laments in the above jingle) . . . two animated fleas riding on a dog's back devise a method for estimating how many hairs the dog has. A girl uses a graph to show the school coach she can run fast enough to be on the boys' track team . . . a teacher working behind a counter continually gives the wrong change until shown a better method of quick counting . . . a youngster adds decimal fractions to calculate how many 1.5-volt batteries are needed for his 6-volt radio . . . a thrilling Olympic finish clearly demonstrates how workmen estimate the number of bricks needed to pave a walkway.

What does 10 per cent off the label price really mean? asks a young customer who is then provided with a lesson in percentages

. . . using multiplication, a boy avoids being cheated by a fast-talking salesman . . . children give evidence to support demands for some traffic lights by charting car accidents on a graph . . . a carpenter figures materials and time needed for a job, a surveyor or civil engineer employs geometry at work, a contractor estimates costs on a building site . . . and so on.

Many of these items, used over and over again, become as effective as any repetitive commercial, compelling some of the brighter young minds to consider employing their newly-acquired techniques for problems faced in their own lives—a measure of the learning effectiveness of the programme.

*Infinity Factory* was conceived in 1974 by Jerrold Zacharias, emeritus professor of physics at the Massachusetts Institute of Technology and inventor of the atomic clock. He was concerned about the lack of a tangible quality to mathematics instruction and assembled a group of like-minded educators and TV professionals at the nearby Education Development Center, Newton, Mass. With a \$4m grant from the United States Office of Education, they created a series of 65 TV programmes for elementary-aged children among whom, he believed, harmful attitudes first crystallize.



After a trial run in Boston and in the spring of 1976, it was launched wide last September. It was immediately part of term. It was shown on commercial channels during the school hours. The series was widely praised by educational circles and also enjoyed general public. Teaching guides were sent to schools outlining follow-up activities for these guides is expected to be incorporated into the regular school curriculum. An initial evaluation of a trial closed-circuit viewing in schools in a few American cities proved that teachers were on the right track. Positive attitude towards mathematics was being taught, innate fear felt by most inhibiting factor to all mathematics. Certain sequences and dramatic which were not readily understood by the young audience were in the best language, originally tailored for the series was primarily funded by the state and underprivileged children in the series were found to be too grown its appeal. Moreover, better new vocabulary could be learnt in this mathematics. Since poorer children were the target, family episodes in the take place in their neighbourhoods—down corner store in a low-income area of New York City, a local bar in Los Angeles, a multi-ethnic street in New York (older, split-up town house), and an inner city playground. Children were found not only to score lower on mathematics tests than those from more affluent neighbourhoods. Special emphasis was placed upon showing that competence in various trades and in their everyday concerns. Tremendous effort was also given to moving better understanding between cultures and stimulating more positive attitudes—self-respect, cooperation, and respect for others. The story of various episodes is as follows: with as much emphasis upon the as mathematics.

# Trust, commitment, openness

by Graham Owens

The St Albans Project, Melbourne, funded by the Australian Federal Government, was set up in 1975 to provide greater opportunities for working class and migrant children in a priority area, and in particular, to encourage ways of raising literacy levels in the six state primary schools and one high school.

Large numbers of children in Victoria leave school without being able to read adequately. Existing curricula are largely irrelevant. Teaching curricula are hopelessly outdated. The quality of teaching is abysmally low. The physical environment of many schools is bleak.

These problems are compounded in an area that contains 36 ethnic groupings, has a transient principal and teacher population (20 principals in 11 schools in two years; 100 per cent annual turnover of staff in some schools), inherits a tradition of social neglect, and is handicapped by being split between two councils.

The first task, in September 1975, was the in-service education of a core group of teachers. Here a major breakthrough was achieved. Nine teachers from six schools' volume head-lines for a term. The group nature of the project—so which previously only lip-service had been put—became a reality.

We talked and wrote from deep personal experience, our aim being to help ourselves discover our values, to counter the prevailing attitude, and to challenge the prevailing educational system, we worked towards, to openness. We then worked commitment and principles based on these and related values, and devised educational structures in the seven schools to put into effect these principles.

children in the high school), each designed to include literacy in a total and humane context, each rooted in an authority structure model current in Victoria. Considerable advances have been made in devising more relevant curricula and teaching methods. There is more to literacy than teaching children to read—particularly if materials are limited to hallowed "readers"; if children are made to consider themselves socially and intellectually inferior; and if "deficit", "disadvantage" and "disability" theories are adopted.

As part of a sociological study, I have identified a number of factors which inhibit children's learning. Chief among these is linguistic insecurity—a factor partly created by, and certainly reinforced by, the authority structure of school, in the playground many children will hug the walls of the building rather than risk exposure in the open spaces. On visits, the farther from home they go, the more uneasy some become.

Many are afraid of heights, of climbing trees, of crossing a bridge. Ten-year-olds will cling to your hand and the banner in the museum. They find it hard to jump from stone to stone across a willow stream. They work like going to the top of a mountain. They are afraid to ask questions, or admit that they do not understand. Consequently, their learning is hampered.

Sometimes they draw themselves without arms or facial features. Ten-year-olds paint themselves hunched up in the corner of the page. Some have not the confidence to draw them. One boy would not at first look at himself in the mirror or on videotape. Many of the do not believe in themselves. To help children to develop confidence in their bodies, movement and creative drama—unheard of in St Albans and only in their infancy anywhere in Australia—are essential. Confidence in their bodies is linked with confidence in thought and speech, which in turn is linked to their ability to read. There are many reasons why St Albans' children need so many opportunities to speak.

in schools. Their first language is generally not English; parents may be less competent in English than their children; both parents frequently work full-time and may not speak after by grandmother, who may be looked at all; the parents may not appreciate the importance of talk; and in certain cases elaborate speech patterns at home. After two terms, the children in this unit have become more open in their speech and behaviour. They are more confident in writing to take initiatives. They ask more and better questions. They employ an extended vocabulary and a wider range of language.

They explain more confidently to adults and other children what they are doing. They have more confidence in seeking directions and obtaining information. The structure of their oral language is becoming more complex. They use more imaginative language in their work on tape. The tapes are typed out by the child or, if the child cannot read, illustrated and bound into a book by the child.

This is then used as a "reader" for more than the printed books in the own home language. In this way dramatic successes have been obtained with non-readers—in one unit, for example, there were four or five years in school; in two terms this number was reduced to two.

Children need to project imaginatively into other people's situations. For this, creative drama is vital. Recently, a child went "gobble, gobble" to a Turkey. The boy's whole group took up the refrain. The boy was the turkey. He ran right away from it. Literally. Only after six miles did teachers and police catch up with him. Fundamental issues such as racial prejudice, even more important, issues must be dramatised. These children were asked to improvise a play in which they had to feel the incident from the Turkey's point of view. They then had to understand how much harm they had done.

Another dramatic follow-up activity was the recreation of an analogous situation in which each child experienced rejection. In English then their children; both parents frequently work full-time and may not speak after by grandmother, who may be looked at all; the parents may not appreciate the importance of talk; and in certain cases elaborate speech patterns at home.

Each child's progress is evaluated in terms of an individual profile—compiled by the teachers, but also beginning to be shared by the children and parents. We have only just begun to draw the vast potential of the migrant community in the units parents are no longer to be seen as third-rate citizens when they participate in the classroom. There is a great deal of parental involvement in the classroom, on evenings, at parent-teacher evenings, at large public meetings. For Victoria, in its nineteenth century straitjacket, are significant steps forward.

Graham Owens is professor of education at La Trobe University, and director of the Melbourne St Albans Project.

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EVERPOOL Applications are invited for the following post required for DEPUTY HEADTEACHER, OUR ADAM'S SCHOOL.

SALFORD (City of) EDUCATION DEPARTMENT Primary School, Pendleton.

SOMERSET NORTH SUCTION V.A. PRIMARY Head (Group 2).

SOUTH TYNSIDH EDUCATION DEPARTMENT Primary School, Head Teacher (Group 2).

WEST SUSSEX NORTH LASHAM AREA Head Teacher (Group 2).

Heads of Department

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CAMBRIDGESHIRE CAMBRIDGE AREA THE PHOENIX JUNIOR SCHOOL.

Other Posts on Scale 2 and above

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ASHLEY COURT PRIMARY SCHOOL Ashley Road, New Milton. SCALE 2. ENVIRONMENTAL STUDIES CONSULTANT.

ASHLEY COURT PRIMARY SCHOOL Ashley Road, New Milton. SCALE 2. MATHEMATICS CONSULTANT.

NETLEY ABBEY COURT JUNIOR SCHOOL Westwood Road, Netley Abbey, Southampton. SCALE 2. MUSIC CONSULTANT.

SOUTH FARNBOROUGH JUNIOR SCHOOL Cunnington Road, Farnborough. SCALE 2. MUSIC.

CHINEHAM PARK JUNIOR School, Basingstoke. SCALE 2. MATHS/SCIENCE COORDINATOR.

ST. PETER'S R.C. PRIMARY SCHOOL London Road, Waterloo. SCALE 2. JUNIOR TEACHER.

TANNERS BROOK FIRST SCHOOL Elmes Drive, Southampton SO1 4PF. SCALE 2. READING/LANGUAGE CONSULTANT.

SHOLING FIRST SCHOOL Middle Road, Southampton SO2 8PH. SCALE 2. COORDINATION OF READING AND LIBRARY.

TOWER HILL COURT PRIMARY SCHOOL Foyler Road, Cove, Farnborough. SCALE 3. EXPERIENCED TEACHER.

WORKING JUNIOR SCHOOL Children Way, Basingstoke. SCALE 3. COORDINATOR FOR LEARNING RESOURCES.

REDFORDSHIRE NORTH LASHAM AREA Head Teacher (Group 2).

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Educational Appointments

Required for January, 1978:
ST. HELENS SCHOOL, Carlton Road, Barnsley
Headteacher: D. C. Bates

Head of Careers and Social Education (Scale 3)
A teacher to be responsible for careers work throughout the school and to lead a team of teachers involved in a social education programme with fourth and fifth year pupils.

DARTON HIGH SCHOOL, Churchfield Lane, Keabrough, Barnsley
Headteacher: H. Crowther
1. Teacher of German to 'A' level (Scale 2)
2. Teacher of French (Scale 1)

BUCKINGHAMSHIRE MILTON KEYNES DIVISION
LOND OVEY SCHOOL
Headteacher: J. Lavelle
Teacher of English to C.S.E. level (Scale 1)

HOLGATE SCHOOL, Shaw Lane, Barnsley
Headteacher: W. J. Hogarth, B.A.
Temporary Teacher of Geography (Scale 1)
To December 1978. Work could cover the full age and ability range including C.S.E. 'O' level and 'A' level.

CHANNEL ISLES
LES QUENNEVILLE SCHOOL AND COMMUNITY CENTRE
Headteacher: J. Lavelle
Teacher of English to C.S.E. level (Scale 1)

COMPREHENSIVE SCHOOLS

TRINITY SCHOOL
Barking Road, London E16 4DD
Head Teacher: Mr. D. L. Johnson, B.Sc. (Econ.)
Required as soon as possible

HEAD OF FACULTY OF COMMUNICATIONS
Scale 4, for this one site boys' comprehensive school.
The faculty encompasses English, Modern Languages and Remedial Studies and candidates should be graduate teachers with experience of (or a potentiality for) the range of subjects in the faculty.

PRIORY SCHOOL, Ludwood, Barnsley
Headteacher: J. Lavelle
Teacher of English to C.S.E. level (Scale 1)

HOLGATE SCHOOL, Shaw Lane, Barnsley
Headteacher: W. J. Hogarth, B.A.
Temporary Teacher of Geography (Scale 1)
To December 1978. Work could cover the full age and ability range including C.S.E. 'O' level and 'A' level.

CHANNEL ISLES
LES QUENNEVILLE SCHOOL AND COMMUNITY CENTRE
Headteacher: J. Lavelle
Teacher of English to C.S.E. level (Scale 1)

CHANNEL ISLES
LES QUENNEVILLE SCHOOL AND COMMUNITY CENTRE
Headteacher: J. Lavelle
Teacher of English to C.S.E. level (Scale 1)

City of Manchester Education Committee

A NEW SERVICE TO ASSIST THE LEARNING OF ALL CHILDREN
Teachers who wish to participate in this new venture will be expected to provide evidence of substantial, successful teaching experience within the classroom in either Primary or Secondary sectors.

DEPUTY HEADSHIP
LEVENSHULME HIGH SCHOOL FOR GIRLS
FOR GIRLS
Crosley Road, M19 1ES

DEPUTY HEAD TEACHER
ST. THOMAS MORE R.O. HIGH SCHOOL
Whitworth Drive, Manchester, M19 9PW

DEPUTY HEAD TEACHER
WHAILEY RANGE HIGH SCHOOL FOR GIRLS
Whitworth Road, Whalley Range, M19 9PW

DEPUTY HEAD TEACHER
WRIGHT ROBINSON HIGH SCHOOL
off Abbey Hey Lane, Gorton, Manchester 10

DEPUTY HEAD TEACHER
ST. THOMAS AQUINAS HIGH SCHOOL
Upper School, Hill Lane, Chorlton-on-Medlock, Manchester, M21 2JW

MID GLAMORGAN EDUCATION AUTHORITY

INSTRUMENTAL MUSIC
Application forms for qualified teachers with at least Grade VII of the Royal School of Music in the playing of the violin or viola, Scale 2.

REDDRIDGE

REDDRIDGE EDUCATION OFFICE
100, High Street, Milton Keynes MK9 1JF
Tel: 0494 22222

AVON COUNTY

AVON COUNTY EDUCATION OFFICE
100, High Street, Milton Keynes MK9 1JF
Tel: 0494 22222

Lancashire County Council

LANCASHIRE EDUCATION COMMITTEE
CLOSING DATE 24th OCTOBER, 1977
PRIMARY AND SPECIAL SCHOOLS

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated application forms and details (S.A.E.) are available from the Head of the school to whom they should be returned by 28th October, 1977.

City of Manchester Education Committee

Unless otherwise stated all posts are available from January, 1978, and application forms, together with further particulars, are available from the Head of the school to whom they should be returned by 28th October, 1977.











SECONDARY

Head of Department
HARRISVILLE
Head of Department
HARRISVILLE

ST. HILLING
Head of Department
ST. HILLING

SANDWELL
Head of Department
SANDWELL

SEFTON
Head of Department
SEFTON

Other than by Subject Classification
WALSLEY

STATESBOROUGH

Head of Department
STATESBOROUGH

WARWICKSHIRE
Head of Department
WARWICKSHIRE

WEST SUSSEX
Head of Department
WEST SUSSEX

WOLVERHAMPTON
Head of Department
WOLVERHAMPTON

Head of Department

HARRISVILLE
Head of Department
HARRISVILLE

HILLINGDON
Head of Department
HILLINGDON

NEWCASTLE
Head of Department
NEWCASTLE

ROTHESHAM
Head of Department
ROTHESHAM

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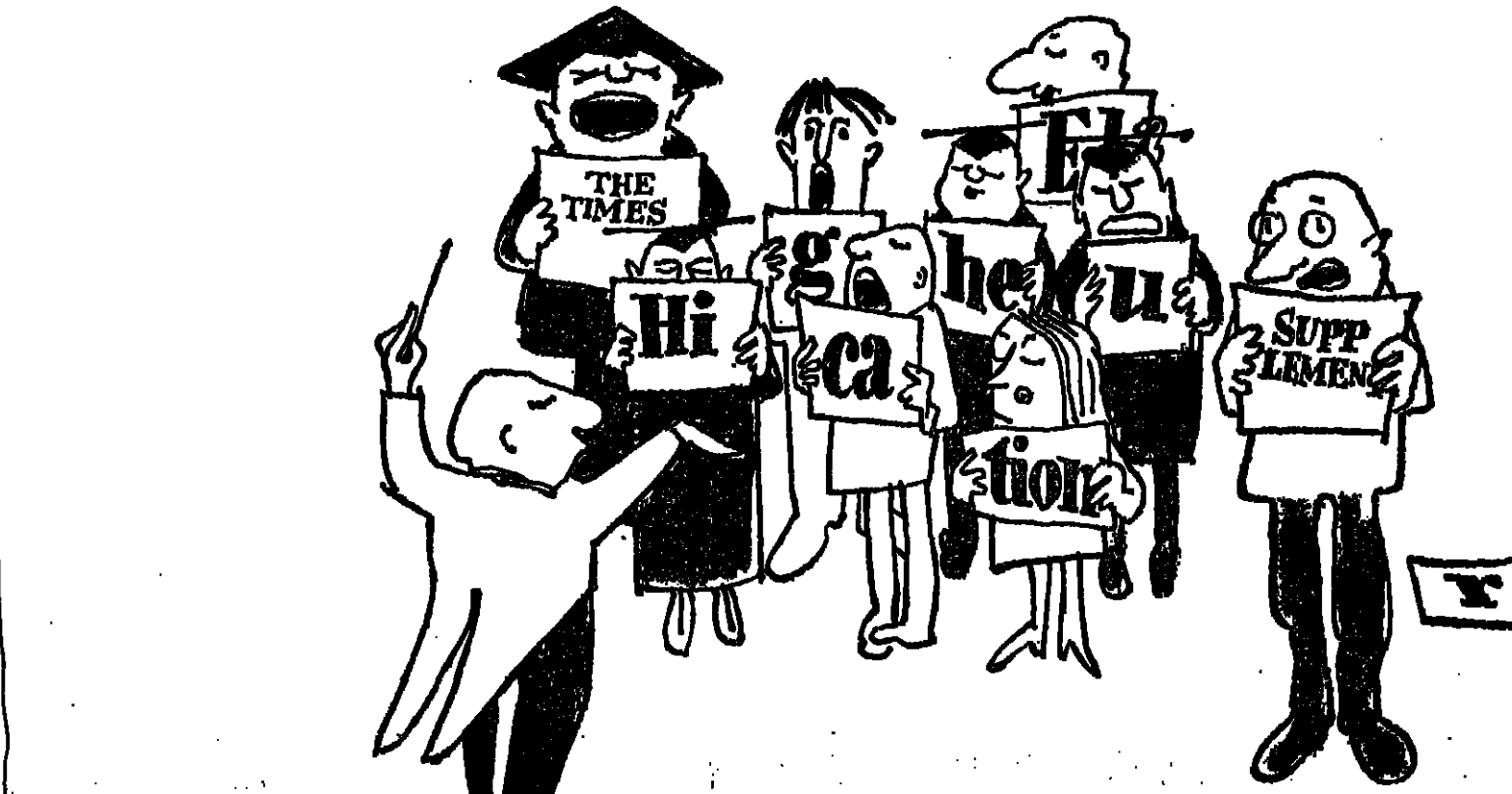
ROTHESHAM
Head of Department
ROTHESHAM

Other than by Subject Classification
WALSLEY

Cheshire
Application forms...
HEADS
HEADSHIP
HEADS OF DEPARTMENT
SCALE 2 POSTS & ABOVE
SCALE 1 POSTS
ENGLISH
MATHS

Other Posts on Scale 1 and Above
EALING
KENT
ROTHESHAM
SOUTH CHESHIRE
EAST SUSSEX
LONDON

West County Council
GLANMORGAN
Applications are invited from suitably qualified teachers...
DEPUTY HEADSHIP
BRYNHFRYD JUNIOR
QUALIFIED TEACHER OF THE DEAF
FRENCH
MORRISTON SENIOR COMPREHENSIVE
SPEECH AND DRAMA
PRIMARY SCHOOLS
MANGELTON INFANTS
CWMGLAS INFANTS



Join the academic numbers every Friday
THE TIMES
Higher Education
SUPPLEMENT
Obtainable at newsagents every Friday—Price 18p











**MILLFIELD JUNIOR SCHOOL**

Millfield School invites applications for the

# HEADSHIP

of its Junior School, EDGARLEY HALL, Glastonbury, tenable from 1st September, 1978.

This I.A.P.S. co-education boarding/day school of approx. 250 pupils, aged 8 to 13, has 31 full-time teachers and 10 part-time teachers.

Further particulars may be obtained from Headmaster, Millfield School, Street, Somerset, to whom applications should be forwarded by 22nd November.

**MALTMAN'S GREEN GERRARDS CROSS**

Independent Girls' Preparatory School of high educational standard (95 boarders, 140 day girls)

The Governors invite applications for the appointment of

# HEADMISTRESS

on the early retirement of Miss Paula Burke for family reasons after twenty years' exceptional service. She is a Member of the AHMPS. It is hoped that the appointment may take effect as soon as conveniently may be possible during 1978.

The Governors have decided to build new accommodation for the Headmistress during 1978 and suitable rented accommodation will be made available until this is ready.

Applications including full curriculum vitae, copy testimonials and the names of three referees to The Chairman of Governors, c/o Houndsford Lodge, Wargrave, Becks.

**Leicestershire ASSISTANT DIRECTOR OF EDUCATION, FURTHER EDUCATION**

£7,260-£7,932 plus £520 p.a. supplements

A vacancy exists from January, 1978, for a graduate with considerable experience in teaching and administration for this senior post responsible for Further Education in Leicestershire, including 9 Colleges, Community Education in many varied establishments, Careers Service and Awards.

Further details on receipt of S.A.E. Apply (no forms) with names and addresses of two referees and enclosing a recent testimonial, to Director of Education, County Hall, Glenfield, Leicester LE3 9RF, by October 28, 1977.

**DORSET**

Head of Department of Liberal Arts and Languages

Applications invited from suitably qualified and experienced graduates for the post of Head of Department of Liberal Arts and Languages in a large secondary school. The post holder will be responsible for the overall management of the Department and will be expected to contribute to the school's development. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Dorset School, Dorchester, Dorset, by 15th October 1977.

**INDEPENDENT Science continued**

**MIDDLESEX**

Applications are invited for the post of Head of Department of Science in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Middlesex School, London, by 15th October 1977.

**LONDON, W.8**

Applications are invited for the post of Head of Department of Science in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, London School, London, by 15th October 1977.

**SHERBORNE**

Applications are invited for the post of Head of Department of Science in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Sherborne School, Dorset, by 15th October 1977.

**Preparatory Schools**

**Headships**

**REDFORD**

Applications are invited for the post of Head of Department of Science in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Redford School, London, by 15th October 1977.

**WILTSHIRE**

Applications are invited for the post of Head of Department of Science in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Wiltshire School, Wiltshire, by 15th October 1977.

**NORTHAMPTONSHIRE**

Applications are invited for the post of Head of Department of Science in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Northamptonshire School, Northamptonshire, by 15th October 1977.

**Speech and Drama**

**KENT**

Applications are invited for the post of Head of Department of Speech and Drama in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Kent School, Kent, by 15th October 1977.

**LIVERPOOL**

Applications are invited for the post of Head of Department of Speech and Drama in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Liverpool School, Liverpool, by 15th October 1977.

**NORTHAMPTON**

Applications are invited for the post of Head of Department of Speech and Drama in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Northampton School, Northampton, by 15th October 1977.

**Senior Masters/Mistresses**

**CHELTENHAM**

Applications are invited for the post of Senior Master/Mistress in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Cheltenham School, Cheltenham, by 15th October 1977.

**SOMERSET**

Applications are invited for the post of Senior Master/Mistress in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Somerset School, Somerset, by 15th October 1977.

**By Subject Classification**

**Classics**

**READING**

Applications are invited for the post of Head of Department of Classics in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Reading School, Reading, by 15th October 1977.

**Mathematics**

**SURREY**

Applications are invited for the post of Head of Department of Mathematics in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Surrey School, Surrey, by 15th October 1977.

**WILTSHIRE**

Applications are invited for the post of Head of Department of Mathematics in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Wiltshire School, Wiltshire, by 15th October 1977.

**Modern Languages**

**NORTHAMPTONSHIRE**

Applications are invited for the post of Head of Department of Modern Languages in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Northamptonshire School, Northamptonshire, by 15th October 1977.

**SOMERSET**

Applications are invited for the post of Head of Department of Modern Languages in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Somerset School, Somerset, by 15th October 1977.

**Bexley London Borough**

**TRUTH COLLEGE OF TECHNOLOGY**

Principal: D. F. Glover, M.A., B.Sc., F.C.I.S., M.B.M.

Applications are invited for the following posts to take effect as soon as possible. Single and joint applications are invited. Applications received after the closing date are now complete and in full.

**LECTURER GRADE II IN COMPUTER STUDIES**

Required to teach Computer Studies, Mathematics and Statistics in the Business Studies Department. Applicant should have graduate and/or professional qualification. Teaching and commercial experience is also required. (Ref. B11)

**LECTURER GRADE I IN BUSINESS STUDIES**

Required to teach two or more of the following subjects in the Business Studies Department: Economics, Law, Accounting, Statistics, Business Studies, and Professional Qualifications. Applicant should have graduate and/or professional qualification. Teaching and commercial experience is also required. (Ref. B12)

**London College of Fashion**

Department of General Studies

Applications are invited for the following position which will be filled from 1 January, 1978:

**Lecturer Grade I in Science**

To teach usually Chemistry and Physics to a range of students in the Department of General Studies. Applicant should be a graduate and qualified teacher. Salary in accordance with the Burmah (PE) Report, plus Inner London Allowance and supplement of £377 plus £430. Applications should be sent to the Headmaster, London College of Fashion, London, by 15th October 1977.

**PREPARATORY**

**SURREY**

Applications are invited for the post of Head of Department of Science in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Surrey School, Surrey, by 15th October 1977.

**Other Assistants**

**WILTSHIRE**

Applications are invited for the post of Assistant in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Wiltshire School, Wiltshire, by 15th October 1977.

**Other than by Subject Classification**

**Heads of Department**

**LIVERPOOL**

Applications are invited for the post of Head of Department of Science in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Liverpool School, Liverpool, by 15th October 1977.

**WILTSHIRE**

Applications are invited for the post of Head of Department of Science in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Wiltshire School, Wiltshire, by 15th October 1977.

**South Thames College**

Department of Educational Resources

**Senior Lecturer**

Responsible for the short courses unit

The successful candidate will be responsible for the management and development of short courses in the Department of Educational Resources. The candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, South Thames College, London, by 15th October 1977.

**Senior Course Tutor**

Diploma in Learning Resources

The successful candidate will be expected to manage and develop the Diploma in Learning Resources. The candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, South Thames College, London, by 15th October 1977.

**WILTSHIRE**

Applications are invited for the post of Head of Department of Science in a large independent day school. The successful candidate will be expected to have a minimum of five years' experience in the post and to be a member of the N.A.S.U. or a similar body. Applications should be sent to the Headmaster, Wiltshire School, Wiltshire, by 15th October 1977.

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**SALARIES:**

Senior Lecturer (SLI Scale)	£2,218 (2475) - £2,370 (2611)
Lecturer 'A' (SLII Scale)	£2,000 (2211) - £2,152 (2411)
Lecturer 'B' (SLII Scale)	£2,218 (2475) - £2,370 (2611)
Lecturer 'C' (SLII Scale)	£2,000 (2211) - £2,152 (2411)

\* Figures in brackets are Phase I and Phase II supplements which should be added to the salaries shown.

Single salary points will be given for relevant experience.

Forms of application and further particulars can be obtained from the College concerned to whom completed application forms should be returned not later than Friday, 28th October, 1977.

Edward Miller, Director of Education



**MILLFIELD JUNIOR SCHOOL**

Millfield School invites applications for the

# HEADSHIP

of its Junior School, EDGARLEY HALL, Glassonbury, tenable from 1st September, 1978.

This I.A.P.S. co-education boarding/day school of approx. 250 pupils, aged 8 to 13, has 31 full-time teachers and 10 part-time teachers.

Further particulars may be obtained from Headmaster, Millfield School, Street, Somerset, to whom applications should be forwarded by 22nd November.

**MALTMAN'S GREEN GERRARDS CROSS**

Independent Girls' Preparatory School of high educational standard (95 boarders, 140 day girls)

The Governors invite applications for the appointment of

# HEADMISTRESS

on the early retirement of Miss Paula Burke for family reasons after twenty years' exceptional service. She is a Member of the A.I.M.P.S. It is hoped that the appointment may take effect as soon as conveniently may be possible during 1978.

The Governors have decided to build new accommodation for the Headmistress during 1978 and suitable rented accommodation will be made available until this is ready.

Applications including full curriculum vitae, copy testimonials and the names of three referees to The Chairman of Governors, c/o Roundford Lodge, Wargrave, Berks.

**Leicestershire**

## ASSISTANT DIRECTOR OF EDUCATION, FURTHER EDUCATION

£7,260-£7,932 plus £520 p.a. supplements

A vacancy exists from January, 1978, for a graduate with considerable experience in teaching and administration for this senior post responsible for Further Education in Leicestershire, including 9 Colleges, Community Education in many varied establishments, Careers Service and Awards.

Further details on receipt of S.A.E. Apply (no forms) with names and addresses of two referees and enclosing a recent testimonial, to Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by October 28, 1977.

**DORSET TECHNICAL COLLEGE**

SOUTH DORSET TECHNICAL COLLEGE

Newstead Road, Weymouth, Dorset, DT4 0DX  
Principal: J. HILL, BA(Hons), MEd, AMBIM, DipEd

## Head of Department of Liberal Arts and Languages

Invited from suitably qualified and experienced candidates for this senior post for as soon thereafter as possible. Salary £32 plus £492 supplement per annum and incidental expenses. Suitable application forms available from the Principal by October 1977.

**INDEPENDENT Science continued**

**MIDDLESEX**  
Applications for January 1978 for qualified teachers to teach in the following schools: **WIMBORNE SCHOOL**, Wimborne, Dorset. Applications with names of three referees to the Headmaster, Wimborne School, Wimborne, Dorset. Tel. 01258 2221.

**SURREY**  
Applications for January 1978 for qualified teachers to teach in the following schools: **WIMBORNE SCHOOL**, Wimborne, Dorset. Applications with names of three referees to the Headmaster, Wimborne School, Wimborne, Dorset. Tel. 01258 2221.

**Preparatory Schools**

**Headships**

**WILTSHIRE**  
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**By Subject Classification**

**Classics**

**Reading**  
Applications for January 1978 for qualified teachers to teach in the following schools: **WIMBORNE SCHOOL**, Wimborne, Dorset. Applications with names of three referees to the Headmaster, Wimborne School, Wimborne, Dorset. Tel. 01258 2221.

**Preparatory Schools**

**Headships**

**WILTSHIRE**  
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**Leicestershire**

## ASSISTANT DIRECTOR OF EDUCATION, FURTHER EDUCATION

£7,260-£7,932 plus £520 p.a. supplements

A vacancy exists from January, 1978, for a graduate with considerable experience in teaching and administration for this senior post responsible for Further Education in Leicestershire, including 9 Colleges, Community Education in many varied establishments, Careers Service and Awards.

Further details on receipt of S.A.E. Apply (no forms) with names and addresses of two referees and enclosing a recent testimonial, to Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by October 28, 1977.

**DORSET TECHNICAL COLLEGE**

SOUTH DORSET TECHNICAL COLLEGE

Newstead Road, Weymouth, Dorset, DT4 0DX  
Principal: J. HILL, BA(Hons), MEd, AMBIM, DipEd

## Head of Department of Liberal Arts and Languages

Invited from suitably qualified and experienced candidates for this senior post for as soon thereafter as possible. Salary £32 plus £492 supplement per annum and incidental expenses. Suitable application forms available from the Principal by October 1977.

**PREPARATORY DEPARTMENTS**

**LIVERPOOL**  
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**WARRICK**  
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**Preparatory Schools**

**Headships**

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**CHESHIRE**  
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**Preparatory Schools**

**Headships**

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**SALARIES:**

Senior Lecturer (SLI Scale)	£3,210 (£478) + £5,370 (£511)
Lecturer (SLI Scale)	£2,000 (£511) + £3,738 (£511)
Lecturer 'A'	£3,210 (£478) + £5,370 (£511) Bar 20,495 (£211)
Lecturer 'B'	£2,897 (£482) + £4,359 (£511)

\* Figures in brackets are Phase I and Phase II supplements which should be added to the salaries shown.

Placing on salary scales will be given for relevant experience.

Forms of application and further particulars can be obtained from the College concerned to whom completed application forms should be returned not later than Friday, 28th October, 1977.

Edward Miller, Director of Education















## KENT County Council Education Department

### Youth and Community Service Worker Dover Division

**£3,854 to £4,128 plus Supplement to maximum £520**

To be responsible for youth activities in a rural community in a mining area. Will be based at Aylesham, near Dover, where new premises are under construction.

Must be qualified and experienced. In-service training provision. Assistance with removal, lodging, resettlement and legal expenses in approved cases.

Details and application form returnable by October 28 from the Divisional Education Officer, 3 Cambridge Terrace, Dover.

## Community Education Service FULL-TIME WARDENS


The Essex Community Education Service offers first class opportunities for career advancement, a good in-service training scheme with excellent support services and central resources. A vigorous programme of projects and events provide opportunities for experience in every aspect of the Community Education Service. Applicants should be qualified teachers/youth leaders.

Vacancies exist at:

- Mark Hall (Harlow) Salary Range 3(b)
- Saffron Walden Salary Range 3(a)
- Sible Hedingham (Youth Tutor) Salary Range 3(c)
- Stanford-le-Hope Salary Range 3(c)

J.N.C. conditions apply. Salaries are organised on three scales which range between £3,428-£4,248 according to post plus C312 and Stage 2 Supplements. Graduate and other fringe allowances are payable where applicable.

Details and application forms from the County Education Officer, Community Education Branch, Threadneedle House, Market Road, Chelmsford.



Essex County Council

## Social Services Social Worker

Intermediate Treatment

**£2,528-£3,474pa + £312pa and Phase II supplements**


This post in the Broxtowe area of Nottinghamshire offers an opportunity to work with young persons at risk individually, in therapeutic groups, and in family situations. Intermediate Treatment is established practice in the area and candidates (male or female) should have proven ability in working with young people.

There is an activity centre close to the Area Office at Beeston, and a number of areas staff are also involved in Intermediate Treatment. The role of the Officer will include practice, development and co-ordination of projects, and liaison with other agencies in the field.

There is a qualification bar at £3,000pa + supplements. Generous assistance will be given with the expenses incurred in moving house in accordance with the Authority's Scheme.

For an informal discussion or further information, please contact Mr F. Lowe, Area Director, or Mr R. Beever, Principal Social Worker, on Nottingham 268287.

Application forms and further details are available from Mr E. G. Culham, Director of Social Services, at County Hall. Please quote ref SW(T)Broxtowe/146.



Nottinghamshire County Council  
County Hall West Bridgford  
Nottingham NG2 7BP

## Overseas Appointments

### SWEDEN

TEACHER OF ENGLISH

For further details please write to: Ministry of Education, Box 100, S-102 22 Stockholm, Sweden.

### PHILIPPINES

INTERNATIONAL SCHOOL

For further details please write to: International School, P.O. Box 217, Manila, Philippines.

### KUWAIT

INTERNATIONAL CENTRE

For further details please write to: International Centre, P.O. Box 2000, Kuwait.

## GERMANY

### BRITISH EDUCATION SERVICE

#### APPOINTMENT OF LONG TERM TEACHERS

Applications are invited from suitably experienced teachers for posts in various parts of Germany. Details and application forms from the British Education Service, 100 Whitehall, London SW1A 2BQ.

### JAPAN


International Education Service

For further details please write to: International Education Service, 100 Whitehall, London SW1A 2BQ.

### ZAMBIA

TECHNICAL STUDIES

For further details please write to: Technical Studies, 100 Whitehall, London SW1A 2BQ.



## GTZ Technical Cooperation with Lesotho

The German Agency for Technical Cooperation - GTZ - operates on behalf of the Federal and other governments. With some 1800 experts it contributes to the solution of problems of development in Africa, Asia and Latin America, together with partners.

The Department seeks a qualified expert as

### Instructor, shorthand and typing

to train local staff as part of a technical cooperation project at the commercial training centre in Maseru, Lesotho. A two years' contract, with possibility of extension, is envisaged. Apart from his/her own teaching activities in shorthand and typing (Pitman system) the appointee will be responsible for the course programme, teaching aids etc.

We seek candidates who are fully qualified, preferably from a British educational establishment, and who have several years' teaching experience.

Please write, with full career details, copies of references and recent photograph, quoting reference 9710510 MBL, Deutschland GmbH, 7 Ad. Herrn Dipl.-Ing. K. Landgrebe, Pappelallee Str. 47, D-4000 Düsseldorf, West Germany.

## SAUDI ARABIA JUBAIL CAMP SCHOOL

This small primary school which opened six months ago for children of expatriate workers employed on the Jubail Harbour project, 50 miles north of Dhahran, Saudi Arabia, is expanding, and additional staff are required as soon as possible, ideally by October 31st 1977 or as soon as possible thereafter.

- (1) A married couple, to teach infants and juniors between them.
- (2) A bachelor to teach juniors.

One of the Junior teachers should have experience in special work, and all appointees are expected to undertake correspondence course work which is being followed by a small number of secondary school students.

One-year contract (renewable), salary approximately £7,500 (teaching) tax free per person; excellent, free, fully equipped, air-conditioned housing; economy class air passage London/Dhahran/London.

Apply immediately with brief curriculum vitae for post, this form and further information to:-

**CORRESPONDENT JHP**  
c/o New English School  
PO Box 6156  
Hawell, Kuwait, Arabian Gulf

## MINISTRY OF DEFENCE

### Headship (Group 5) Hameln Primary School in the Federal Republic of Germany for April 1978

Applications are invited from appropriately qualified and experienced teachers for the Headship of this Group 5 Primary School. The Service Children's Schools are for the families of British Servicemen and sponsored Civilians temporarily absent from the United Kingdom.


**SALARY** is in accordance with the current Family Scale. In addition the 1976 Pay Supplement of £32 and the 1977 Pay Supplement of £189, plus the London Allowance of £402, is payable. **FOREIGN SERVICE ALLOWANCE**, a tax-free allowance is payable. **SUPERANNUATION**, normal rights are safeguarded. **ACCOMMODATION** is provided free of charge for the post holder. **DURATION OF ENGAGEMENT** initially for a period of 3 years.

All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in the Service Children's Schools abroad after the age of 45 and, therefore, the preferred age is under 47 years at commencement of the engagement.

Requests for application forms should be made on a postcard to:-

**MINISTRY OF DEFENCE (CMT)**  
ROOM 343  
LAGON HOUSE  
THEOBALDS ROAD  
LONDON WC1X 8RY

The closing date for completed application forms is November 4, 1977.



## YOUTH AND COMMUNITY SERVICE

Applications are invited for the following newly-created full-time posts:


- 1. Specialist Youth and Community Workers** (Ethnic Minorities - Asian)
- 2. Specialist Youth and Community Worker** (Ethnic Minorities - West Indian)

The persons appointed to these posts will be expected to use the skills appropriate to that of a youth and community worker in helping, on the one hand, young Asians, and on the other hand, young West Indians in the Borough, and especially those who are not involved with the mainstream of youth and community service provision, to make constructive use of their leisure time.

Applicants will need to have a sound grasp of Youth Work theory and practice, together with Community Work skills. The possession of a recognised professional qualification in Youth and Community Work is an essential requirement.

Salary will be in accordance with the Burnham (Further Education) Lecturer 1 Scale, rising to a maximum of £4,574 inclusive of London Weighting, plus £312 Cost of Living Allowance, plus 1977 pay award as appropriate. The starting salary will be determined by the age, qualifications and relevant experience of the successful applicant.

For further details and an application form, write to Mr. J. N. Parker, Principal Youth and Community Officer, at the Municipal Offices, High Road, Leyton, London, E15 6QJ. Closing date for receipt of applications: Friday, 28th October, 1977.



London Borough of  
**Waltham Forest**

## Dartford and Gravesend Health District Darenth Park Hospital

## Activity Leader

In the Planned Activity Centre to manage a centre providing a comprehensive programme of training of personal and social skills for the young severely mentally handicapped patients. For details of this post contact Jill Vyse, Co-ordinator of Adult Patient Training and Education.

Application form and job description available from Assistant Sector Administrator, Darenth Park Hospital, Dartford, Kent.

Closing date: 21st October, 1977.

## GRAMPIAN REGIONAL COUNCIL

### Department of Education COMMUNITY EDUCATION SERVICE

Applications are invited for the following posts from persons having suitable qualifications:

#### Outdoor Education Organiser

REFERENCE 514/7

The person appointed will be based in the Banff/Duchan Division and will be responsible for the promotion of outdoor education in that area. The post will involve liaison with schools, community centres and other bodies concerned in the development of outdoor activities which will include sailing, sailing, canoeing, hill walking, rock-climbing, orienteering and expedition work.

Applicants should have had considerable experience in the instruction and development of the activities and should hold appropriate qualifications. Where applicable, they should be prepared to gain further qualifications.

Salary scale £5,474 to £4,385 plus Phase 1 and Phase 2 Supplements.

#### Assistant Community Education Worker

REFERENCE 515/7


The person appointed will be based in Alyonzie and will be part of a team of three community education workers serving the community school there while undertaking area responsibilities in the Donachie District.

Applicants should hold a diploma in youth and community work or the diploma in adult education. Salary scale £2,691 to £3,588 plus Phase 1 and Phase 2 Supplements.

Application forms may be obtained from the Personnel Officer, Personnel Department, Woodhill House, Ashgrove Road, Aberdeen AB11 1LU, with whom they should be lodged by October 24, 1977.

## THE BRITISH COUNCIL

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly, stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.



## GUILDFORD GRAMMAR SCHOOL, WESTERN AUSTRALIA

### HEADMASTER

As well as enquiries from interested suggestions from others giving the names of suitable persons would be welcomed, for detailed information, or to submit the name of a possible candidate, please write to: The Secretary, The School Council, Guildford Grammar School, 11 Terrace Road, GUILDFORD, W.A. 6035.

Children's Grammar School is a Church of England School for Boys, with a high proportion of boarders. It is situated on the Swan River in semi-rural surroundings on the outskirts of Perth.

The salary and conditions of the Headmaster are at a level commensurate with other leading independent schools in Australia. Applications will close on 14th November, 1977.

All applications and enquiries will be treated in strict confidence.

## OVERSEAS TEACHING POSTS

### MATERIALS PRODUCER (ELT) (OMAN)

Ministry of Education (English Department), Muscat.

To produce support materials and audio-visual aids, to undertake in-service courses for teachers of English. Candidates, men only, must have a postgraduate ELT qualification, 3 years' overseas ELT experience, and some experience in production of A/V materials.

Salary: £4,589-£5,618 p.a.

Benefits: free furnished accommodation; overseas and children's allowances; 2 year contract, renewable. 77 AE 3

### DIRECTOR OF LANGUAGE TEACHING INSTITUTE (QATAR)

Duties: to be responsible for the administration of the Language Institute and the organisation of language courses for Government employees. Salary: £6,060 p.a. free of local tax.

Benefits: free furnished accommodation; transport allowance; annual passage paid leave; 3 year contract, renewable. 77 AO 142

### REGIONAL ENGLISH LANGUAGE ADVISER (YEMEN)

Regional English Language Adviser, El Hodeida. Men only. Graduate with university BSA TEFL qualification and 7 years' experience including some in the Arab world, knowledge of Arabic highly desirable.

Salary: £5,210-£7,054 plus 10% inducement allowance. Benefits: free furnished accommodation; personal and children's allowances; medical benefit; employer's portion of superannuation contribution; 2 year contract. 77 AE 18

### HEAD OF WELDING SECTION (BAHRAIN)

Manama Boys' Technical School. Candidates, men only, must have CG (FTC) and 5 years' practical/teaching experience. Duties include teaching electric and oxygen welding and supervision of welding and smithy sections.

Salary: £4,803-£5,820 p.a.

Benefits: free furnished accommodation; personal and children's allowances; 2 year contract; renewable. 77 AS 35

### DIRECTOR, INSTITUTO CULTURAL (URUGUAY)

Instituto Cultural Anglo-Uruguayo, Montevideo. Required from mid-February 1978. Qualification: degree with PGCE, MA in Applied Linguistics, or one year postgraduate TEFL qualification desirable; 5 years' relevant experience.

Salary: £5,210-£7,054 p.a.

Benefits: overseas and children's allowances; medical scheme; 2 or 3 years' contract, renewable. 77 PO 184

### TEACHER OF BOTANY (IRAN)

Higher School of Natural Resources, Gorgan. To teach up to BSc level, give practical instruction, set and mark examinations, assist with curriculum development. Qualifications required: degree postgraduate diploma or preferably MSc, in forestry and/or related subjects and at least 2 years' relevant teaching experience. Men only. Single or married candidates with maximum of 2 children under 5.

Salary: £5,048-£6,180 p.a.

Benefits: personal and children's allowances; free furnished accommodation; 2 year contract. 77 HO 82

### SENIOR TEACHER OF ENGLISH (IRAN)

British Council (for National Iranian Oil Company), Ahwaz. To teach English for Special Purposes to oil company employees and prepare materials. Qualifications required: degree or teaching certificate one year postgraduate qualification in TEFL/TESL; about 5 years' relevant experience, preferably overseas. Single candidates preferred.

Salary: £4,589-£5,618 p.a.

Benefits: Ahwaz allowance (£919-£1,124 p.a.); free furnished accommodation; employer's portion of U.K. superannuation; 2 year contract. 77 HO 128

### TEACHER OF COMMERCIAL SUBJECTS (EGYPT)

British Council Teaching Centre, Cairo. To teach office practice, typing, commerce, bookkeeping to potential bilingual secretaries, etc. Relevant qualifications and several years' teaching experience required, preferably in an EFL situation. Single candidates only.

Salary: £3,782-£4,374 p.a.

Benefits: accommodation allowance; employer's portion of U.K. superannuation; 2 year contract. 77 HO 89















# The end crowns all

John Peter reviews 'Troilus and Cressida'

The RSC's season at the Aldwych continues with unruffled excellence. The latest addition to the current repertoire is *Troilus and Cressida*, directed at Stratford by John Barton and now by Barry Kyle. I don't know what the original production was like, but what we have here now is a performance remarkable for its lucidity.

This is a big compliment in my book, for any director of this play has to watch his step when he walks Shakespeare's tightrope between political drama and romantic tragedy. *Romeo and Juliet* is about *Romeo and Juliet*, but *Troilus and Cressida* is not only about *Troilus and Cressida*; it is just as much about war, politics and morality. As a political play it is right up there with *Henry IV*.

This production is quite clearly a confrontation between two cultures. To look at the Trojans appear to be representatives of some Minoan kingdom, and their leaders conduct the war and themselves with massive, hieratic dignity. The Greeks are no strangers to notions of elaborate civility either, but they are more rough-hewn and they represent, in the persons of Ulysses and Achilles, the extremes of calculating realpolitik and thugish, self-admiring brute force.

One of the most remarkable moments of the play here comes with Ulysses's famous "Time" speech to Achilles. Paul Shelley plays the latter as a close-cropped, common bully-boy; a disconcerting interpretation and a little overdone,

but one which makes perfect sense. Shakespeare's point is that Achilles's behaviour is coarse, petulant and vicious, and that is exactly what we get. Achilles is also fairly stupid; and as Ulysses expounds his superb argument about the way Time can destroy an idle man's power and reputation, you realize with a shock that Achilles doesn't really understand what is being said, and that Ulysses knows it. He can just about make Achilles understand that things are going badly for him; but the argument as a whole, with its artful structure, its devious short-cuts and passionate feeling, remains only a meditation. The great cunning politician is talking to himself.

I dwell on this scene in detail because both Tony Church's Ulysses and Paul Shelley's Achilles are at their best here; and because it so marvellously illustrates Shakespeare's uncompromising realism about the facts of political life. It isn't argument that finally rouses Achilles; it isn't even really the death of Patroclus (a fine performance by Paul Moriarty); a thug, but a moderately bright thug. No, Achilles is roused by his envy of Hector. When they meet you realize that Achilles deeply resents Hector's glamour and his aristocratic poise; someone else far more attractive than himself, is holding the centre of the stage, and Achilles's pride snaps, almost visibly. Michael Pennington is excellent as Hector,

managing to be both a communal idol and a man; and the whole production keeps a constant and subtle balance between the public and the private forces that go into politics and make or break the lives of people.

One of the victims is, of course, Troilus who, in Mike Gwyllim's performance, is excellent in moments of erotic hesitation but a trifle melodramatic in anguish. Francesca Annis's Cressida is discreetly deprived of conventional beauty; what she does have is huge sensual power and a sharp insight into Troilus's character. She makes clearer than anyone I have seen why Cressida becomes unfaithful; not simply because sexual knowledge has brought out her real nature but because she suddenly sees that Troilus is weaker than herself.

There is a firm, unmythical Therapist by John Nettles; and an excellent performance of Pandarus by David Waller who avoids the usual trap of turning the character into a male vamp and portrays him as a thing of rare sensuality, unabashedly corrupt dealer, taking comfort in vicarious pleasures. I can pay him no greater compliment than to say that his final, incongruous appearance on the battlefield and his horrible dismissal by Troilus are two of the rare occasions when Shakespeare is seen to be unkind and clumsy. The humility of Walter's performance shows up the momentary harshness of his author.

# Theatre and education Attitudes

THE of the best educational kind can be found in Muriel Thorne's *Mother Country*, which is touring schools and clubs in the London area. Suitable for fifth and sixth forms, it sketches the growth of racial segregation and the myths of Natural Inequality from the days of the slave trade up to the present.

Caricature is rampant in this witty, fast moving show as the same crores crop up again and again, with the whites on top, the blacks down below and the half-cast tourist straddled in between. But the treatment of the subject is far from cheap. It is a serious and, on the whole, successful attempt to throw light on the welter of prejudice and rumour that surrounds the question of race.

The talented cast bring humour and sincerity to a subject which perhaps more than any other, should be a major talking point in secondary schools. For further information contact Sara Davidson at 01-701 6710.

Peter Manning

A meeting of drama teachers at the Cockpit Theatre on October 1, voted into existence a National Association for the Teaching of Drama. The result of months of preparation and negotiation, this is to be an "association of Associations". There is to be no individual membership, but drama teachers' organizations are invited to become full members. Those are invited to contact NATD, c/o Queen Mary's College, Cliddesden Road, Basingstoke, Hants.

# Heavenward

Christopher Griffin

*The Long Search*, BBC 2, is a part exploration of man's spiritual quest (Mondays, repeated on 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000).

Each programme is fast moving, incorporating a number of illustrative scenes from everyday radio listening, and the authors are probably right in not laying down absolutely rigid rules in terms of exploitation, but what has emerged in the booklet may err on the other side.

The descriptions of programme content are always sparse. The exercises suggested for follow-up do not always link precisely with the programmes as broadcast.

*Web of Language* is due for a repeat next year. If it has been missed this time round, make a note for the future. Very few teachers will not enjoy using it.

# Irresistible web

Brian Hill

*Web of Language* (Friday, 11.00) lives up to its podgier title every day. The consultant is Randolph Quirk, the presenter Michael Aspel, and the individual programmes have been written by teachers with a flair which combines a condition with an understanding of classroom practicalities. So often, new broadcast series turn out to be slightly glided versions of their predecessors. Not so *Web of Language* which has concentrated on the use of spoken English. The programmes so far have succeeded in gaining and holding pupils' attention. The team seems to have got virtually all the answers right. The basic design selects connected words, registers, non-Queen's English, manipulation of opinion and the series' purpose is to put words together with classroom activities.

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# Out for the count

Carolyn O'Grady

Yorkshire Television has teamed up with the National Extension College in Cambridge to produce a course for adults who find even the simplest number calculations difficult. The course will be centred on 13 programmes to be broadcast nationally beginning next January. The programme will be accompanied by printed material available from booksellers: a workbook, a book of puzzles and a card game. The Nuffield Foundation has made a grant of £10,000 to enable the college to develop, among other support services, tutor training materials which will be distributed free to i.e.s.s.

Mr. Scroggs, producer of the television series, emphasized that little direct teaching should be done through television. However, with the aid of the materials, more tuition was being attempted than in the past. The other BBC literacy series, the four rules of number, simple percentages, simple fractions and decimals, practical mathematics, and aids to quick calculations.

But it is hoped that further tuition will be supplied by i.e.s.s. schemes. At present, said Mr. Scroggs, there were hardly any teachers of numeracy to adults, but it was hoped that the tutor training course would be enough to train people who were already receiving tuition as part of the adult literacy scheme. He said, but their present tutors needed training in how to overcome them.

It was also expected that the packs would be used to teach group tutors, and inquiries about the materials which accompany the television series had also been received from schools.

The National Extension College originally approached Yorkshire Television with an idea for teaching basic numeracy to craft trainees and technicians. This was followed by a meeting with experts concerned with training, further education and school leavers, where it was agreed that the problem was more widespread and should be tackled at a more general level.

# Briefings

Radio and tv FE and OU

*Kontakto* (Sunday, 10.30, Wednesday, 12.05, BBC 1, Sunday, 14.30, VHF 4, Wednesday, 18.30 Radio 3)

This combined radio and television course for beginners in German continues with "Bitte Schließen". On the spot recordings are used. *Tele-France* (Sunday, 11.15 BBC 1, Tuesday, 19.05 BBC 2)

Five weeks of extracts from French television to aid comprehension and give students an insight into the life of French viewers. *Allez France* (Sunday, 15.00 VHF 4)

A third stage French course following on from "Sur le Vif". Uses location interviews to help improve spoken French. *Coming Up to Five* (Monday, 19.00 Radio 3)

For all children, the first weeks at school are an important experience. In "Starting School", parents are given hints on how to prepare their children.

*Milestones in working class history* (Thursday, 11.15 BBC 1)

Industrial conflicts involving Yorkshire wool workers, London dockers and Glasgow shipbuilders are among the milestones re-enacted. *Yorkshire and Society* (Thursday, 18.25 VHF 3)

In the last of the OU series on "Genetics", a discussion network of geneticists and their clients. As more is learnt about heredity how can parents who may be at risk be counselled?

# For schools

British Social History (Monday, 14.15 BBC 1)

14-16 year olds look into the background of the trade unions. *The World Around Us* (Tuesday, 10.21 ITV)

10 to 12 year olds begin a unit on "Communities". This week, they investigate what sustained the people of Egypt through the hibernic plague of 1665.

*The English Programme* (Wednesday, 10.04 ITV)

The *Viewpoint* series has been revised and given a new introductory programme. 13 to 18 year olds analyse mass media.

*Books, plays, poems* (Wednesday, 14.20 VHF 4)

14-17 year olds spend the rest of the term studying *Don Quixote* by Cervantes.

*Countdown* (Thursday, 10.03 BBC 1)

In "Million Pound Decision" 14 to 16 year olds get involved in business.

*Scene* (Thursday, 11.00 Friday, 14.05 BBC 1)

"Violence in entertainment"—"What does this do to you?" Extracts from various types of films and television programmes are shown to 16 year olds. Mary Whitehouse and D. Nelson argue their viewpoints, and a 30-year-old radio report on *Dick Barton* and *Just William* suggests the concern is not exactly new.

*Look Around* (Friday, 10.10 ITV)

Over 16s take a critical look at all they see while happening by briefly. *When 6U* is released, at school, and how the oil can be dispersed.

What has all this to do with understanding history or ourselves? Is there any point in seeing pictures of collectivization without knowing the first thing about communist ideals? If there is hardly any time for us to be emotionally affected by the emigre's story, why include it? Accompanying booklets suggesting preparation and follow-up work firmly hand back to the teacher the responsibility for these and other questions. At all costs, the programmes themselves avoid the challenging and the controversial.

Some of the teenagers who watch this series, this year will be out of school leaving next. They will also be old enough to vote National Front or Socialist Worker. It seems odd that the question of relevance to our society and politics has been so completely ignored. Has not history teaching been blinkered long enough?

# Events without passions

Rosemary Hartill

television broadcast the first programme of a 14-part fortnightly series for teenagers on twentieth-century history. Using a broadly narrative structure, each programme deals with a highly complex key topic or event.

In the three programmes that I saw there were imaginatively chosen extracts of music during the Wall Street crash, children donating bicycle wheels for Spitfires, dispossessed farmers in the mid-West, Hitler applauding himself, a hilarious British newsreel send-up of Russia's military might, prohibitionists destroying sin and follow-up with every heartrending smash of a full bottle.

There were songs too, contemporary broadcast material, telling detail (a million coffins prepared in Britain on the outbreak of the Second World War), and a few eyewitnesses.

A Russian emigre recalled waking up as a little girl to a roomful of people come to take away her father during the Stalin purges. She never saw him again. "Most children of my class had the same experience", she says. "The appar-

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Michael Covenoy Financial Times March 1977

10 OCTOBER 25th to NOVEMBER 26th

# Music and education Celebrations

Philip Midgley

"My favourite chine at my favourite school" is how Benjamin Britten once described the Wandsworth school choir: on October 31 they will be performing his *Children's Crusade* in the Queen Elizabeth Hall at a concert promoted by the Aldeburgh Festival/Snape Mallings Foundation to celebrate Britten's memory.

It was the composer's wish that the musicians from another L.I.A. school, Pimlico, should give the first London performance of his *Welcome Ode*, a work he completed four months before his death. Its premiere will be conducted by the school's director of music, Roderick Spencer. In the same programme along with a performance of *Noye's Fludde* (conducted by John Lubback with Sheila Rex, Peter Pears and Michael Rippon). For those would like to support the Britten/Pears School for Advanced Musical Study—and have a good old sing with Mr and Mrs Noah and the animals—tickets are on sale at the Festival Hall box office.

A new academic year brings with it the usual clutch of county and national music competitions. Young musicians from the South East are being offered a launching pad in the shape of a London concert, to be followed by engagements at festivals and concerto work with orchestras. South East Arts is promoting a Young Musicians Platform Scheme to be held at the Wigmore Hall, London, in February, 1978. Singers, instrumentalists and ensembles under 30 years of age who normally live in the South East and who wish to be included in the scheme should apply by November 1 for a competitive audition to be held later in the month. Further details from The Music Officer, SEEA, 58 London Road, Southborough, Tunbridge Wells, Kent.

Julie Girwood, a 16-year-old Scottish oboist, has already started on the long trail. She won the Shell/LSO Music Scholarship this year and will be soloist in Camerata's Oboe Concerto at the LSO concert at the Festival Hall on November 13. Next year's competition for the scholarship (valued at over £3,000) will be for young string players who should apply for further information to Gerald McDermott, Assistant Director, Shell/LSO Music Scholarship, Regent Arcade House, 18-25 Argyll Street, London W1V 2LN. The closing date is December 14.

Hilary Field

# Art As they see it

Philip Midgley

A large exhibition of children's art presented in stages from seven and under to 17 reveals the transformation of a very private person into a self-conscious, competitive member of society.

The Kellogg's sponsored National Exhibition of Children's Art presents the evidence of this as if it is natural and inevitable, a steady movement towards an acceptance of the visible world as we adults have comfortably defined it. Unhappily, that acceptance goes hand in hand with a withering of personal vision.

The unerring qualities of a young child's art are self-absorption and its almost embarrassing frankness. The young child does not consider an audience but by the final stage of the exhibition the audience and its approval are considered far too much.

The group projects expressing a collective identity were disappointing: acres of tired tissue paper and milk bottle tops. An exception was a Biblical Bayeux Tapestry, the same incident in the story being depicted by six or more children—a lesson in seeing the other man's point of view. In the foyer two life-size papier-mâché schoolboys lay etherized upon their chairs awaiting all the despair of double maths on Friday afternoon.

In the oldest age group, 15 to 17-year-olds, the work was almost exclusively figurative, revealing an awareness (is it theirs or their teachers?) of the work of contemporary painters such as Blake, Hockney and Gaudin. But one could not argue with the judges' choice of the winner of the Training Award. A stark unsetting surrealist permeated this girl's work: its shocking individuality was reminiscent of someone much younger.

# Dramatic stimulus

Philip Midgley

through technical expertise in interviews one of the new converts who explains his own motives. The programme allows him his own dignity, due to all the disparate bits.

The programmes question responses and do not prejudge should affect any successful religious beliefs are made to us with both clarity and force. These beliefs are variously interconnected with other aspects of the individual's life: the first film is a fascinating anthropological study of an Indian village, the second programme looks at basic, irremovable political files in contemporary America.

For the first time (apart from specific Further Education of University courses) a major series parallels such a project. *The Long Search* (Radio 3, Thursdays) is a relation, but a series of general memories, deploying leading to continue the search in other notably exploring the present and future prospects of religious questions, the series have overleaded the line.

The third programme, *Myth* (repeated last Sunday) is the series power in illuminating the myth. *Eye* quotes a number of other film material which should be used in the classroom. Should it be in a series of introductory or revision projects that simply outline major issues and their causes while packing in as much dramatic film and contemporary material as the series allows? Or should it use the material more calmly to walk up and down a specific step of the way. As *Eye* does, it does not say a word of ceremony without a word of sequence, not only illustrating essential characteristics of the meditation, but also of the reliance on visual images other than work: it is always, either through simple guidance or the essential context.

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television broadcast the first programme of a 14-part fortnightly series for teenagers on twentieth-century history. Using a broadly narrative structure, each programme deals with a highly complex key topic or event.

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